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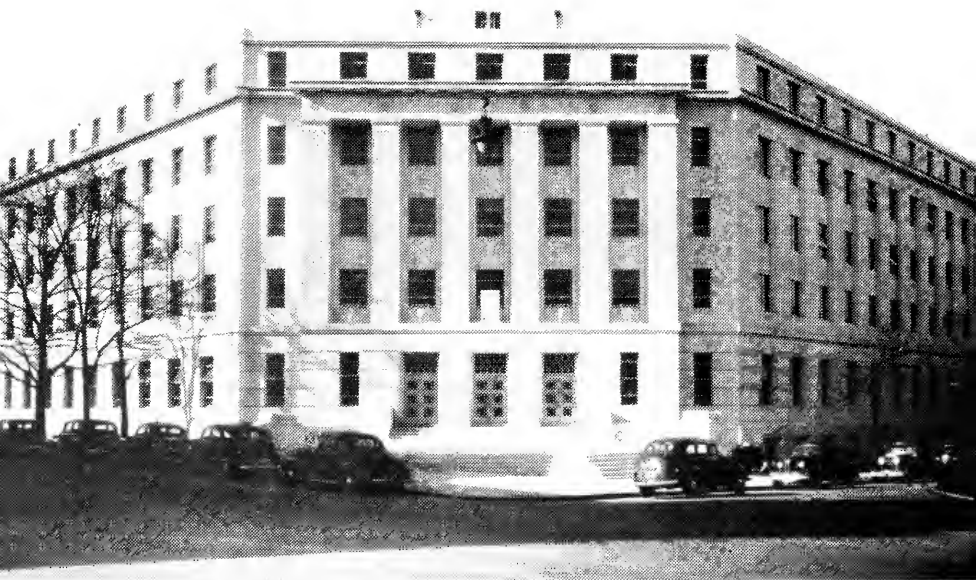
NORTH CAROLINA PUBLIC SCHOOLS

BIENNIAL
REPORT

PART I

1942-44





Educational Building for State Offices, Raleigh

The following parts of the Biennial Report are issued:

Part I—Summary and Recommendations (this publication).

Part II—Statistical Report, 1942-43.

Part III—Statistical Report, 1943-44.

PUBLICATION NO. 251

BIENNIAL REPORT
of the
SUPERINTENDENT OF PUBLIC
INSTRUCTION
of
NORTH CAROLINA

PART I
SUMMARY AND RECOMMENDATIONS



Issued by the
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
RALEIGH, NORTH CAROLINA

SUMMARY OF RECOMMENDATIONS

(See page 105 for full recommendations)

1. *Teachers' Salary Increase.* "I propose, therefore, that the present State salary schedule be substantially increased, especially for persons holding Grade A and Graduate Certificates."

2. *Compulsory Attendance.* "Not only should the upper age limitation be raised to 16 years of age—the enforcement machinery should be changed with provision being made for the employment of attendance officers throughout the State."

3. *Supervision of Instruction.* "Now, that the State is committed to the support of a nine months school term, that same State should round out the organization of the instructional program by providing for the employment of Supervisors from State funds."

4. *Special Education.* "A State worker, cooperating with both the schools and these other agencies, I believe, would fill the existing need."

5. *Health and Physical Education.* "In order to make such a program really effective, there is need for additional personnel both on the State and the local level."

6. *Negro Education.* "I heartily endorse any plans that may be projected by the General Assembly in line with the recommendations made by the committee which made this study (on Negro Education)."

7. *Free Textbooks for Eighth Grade.* "I believe that the free textbook system should be extended to include the eighth grade and thus round out the system in making it apply to the entire elementary school."

8. *School Law Codification.* "I wish to recommend, therefore, that a law be enacted directing that this codification of the school laws be prepared and submitted at the next session of the General Assembly for enactment into law."

9. *School Plant Facilities.* "In our post-war educational program, the State should make plans to facilitate orderly programs of school plant construction and improvement."

STATE OF NORTH CAROLINA
SUPERINTENDENT OF PUBLIC INSTRUCTION
RALEIGH

November 1, 1944.

CLYDE A. ERWIN
Superintendent

*To His Excellency, GOVERNOR R. GREGG CHERRY
and Members of the General Assembly of 1945:*

SIRS:

In accordance with the law I am submitting this Report of the Superintendent of Public Instruction for the biennium ending June 30, 1944.

In this publication, which has been printed as Part I, an effort has been made to present a picture of the public school situation for the State as a whole as it obtained at the end of this biennium. This part of the Report also indicates some of the changes that have taken place in the total situation during recent years. I am sure that each of you will be pleased with what has been accomplished, but I believe you will also discern that there is much more to be done before we can say that the boys and girls of this State are given an opportunity that fills the needs of present day living. Some of these things I have pointed out under the section "What the Schools Need," and it is to these things that I wish to direct your special attention at this time.

Subsequent parts of this Report will give detailed statistics covering every phase of the operation of the public schools in the county and city administrative units.

Very respectfully yours,

A handwritten signature in black ink, reading "Clyde A. Erwin". The signature is written in a cursive style with a large, prominent initial "C" and a long, sweeping underline that extends under the rest of the name.

State Superintendent of Public Instruction.

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WHAT THE SCHOOLS DO

INTRODUCTORY STATEMENT

The biennium, 1942-44, is significant because it marks the beginning of the Twelve Year Program. The General Assembly of 1941 enacted a law which provided for the extension of the public school system to embrace twelve grades. This transition began in 1942-43, and the first generation of students to have the full benefit of the Twelve Year Program will be those who graduate regularly in 1944-45.

The increase in the length of term from eight to nine months and the increase in the number of years from eleven to twelve will have a marked effect upon the boys and girls in our schools. The time element is important, and the added maturity is significant in a child's development. Education may be a spiritual process, but it is also a temporal process. It takes time to lay the proper foundation for growth, and to adjust the pupils to the spiritual possessions of the race—literary, scientific, institutional, aesthetic and religious.

The chief business of the school is instruction. The discussions which follow indicate an awareness of this obligation. An honest and successful effort is being made to discharge this obligation fully.

The war has made it necessary to do things never attempted before. Methods of teaching have been changed to meet changed and changing conditions. The curriculums in elementary and secondary schools have been revised in many instances in terms of pupil needs. The schools must become increasingly responsive to the legitimate demands of society not only in an emergency, but at all times.

The following discussions show something of what is being done to educate the boys and girls in the public schools of the State.

SOCIAL STUDIES

During the past biennium the total public school program has been greatly influenced by the war. The more vital subjects in the social studies curriculum—history, geography, civics, economics, and sociology—have been especially affected. The effects of the war have been felt chiefly in three ways: first, social studies courses have been more carefully appraised as to their function

and value in American education and life; second, the content of the various courses has been examined more critically and more carefully revised; and third, better teaching has been made possible as a result of the intense interest in national and world problems which the war has created.

World War II has served as a sharp reminder that we must always be prepared to defend democracy from within as well as from without. Citizens everywhere now realize that we cannot assume that democracy as a way of life has been ultimately and finally achieved. It is now more clearly understood that each generation must accomplish democracy anew in terms of the changing economic, social, and political conditions which face it. The role of the school is more sharply defined—it must be a laboratory for democracy, a training ground where pupils are imbued with democratic ideals and learn through participation in the life about them how to live democratically. All school life should contribute to this ultimate aim, but the social studies emerge as the very foundation of our curriculum when seen in this light.

The development of democratic ideals and practices begins with the child in the home, is accelerated through his contacts in the community, and is broadened and enriched through his study of his State, his Nation, and the world. Recent revisions in the course of study have taken this into account. The result has been the creation of a twelve year program of social studies instruction which builds fundamental democratic skills, traits, and understandings and then moves on, in keeping with the maturity of the child, to the complex social problems of the modern world.

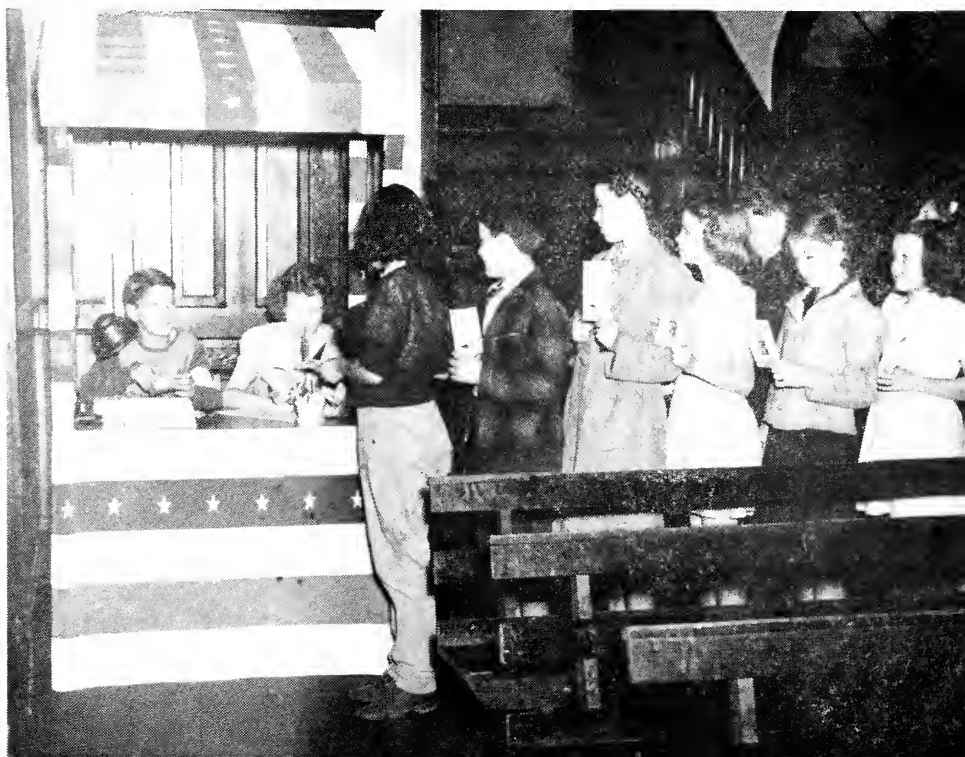
The scope of the program can be judged from a glance at the topics in the revised course of study: First Year, *Living Together in School and Home*; Second Year, *Living Together in Our Community*; Third Year, *Community Living Now and Long Ago*; Fourth Year, *Selected Peoples of Other Lands*; Fifth Year, *The Story of the United States*; Sixth Year, *How the Present Grew out of the Past*; Seventh Year, *United States History and Relationships with Neighboring Lands*; Eighth Year, *The Story of North Carolina*; Ninth Year, *Living Together in Our Democracy* (Civics); Tenth Year, *World History*; Eleventh Year, *United States History*; Twelfth Year, *Modern Problems—Economic, Social, and Political: Their Implications for the Community, State, Nation and World*.

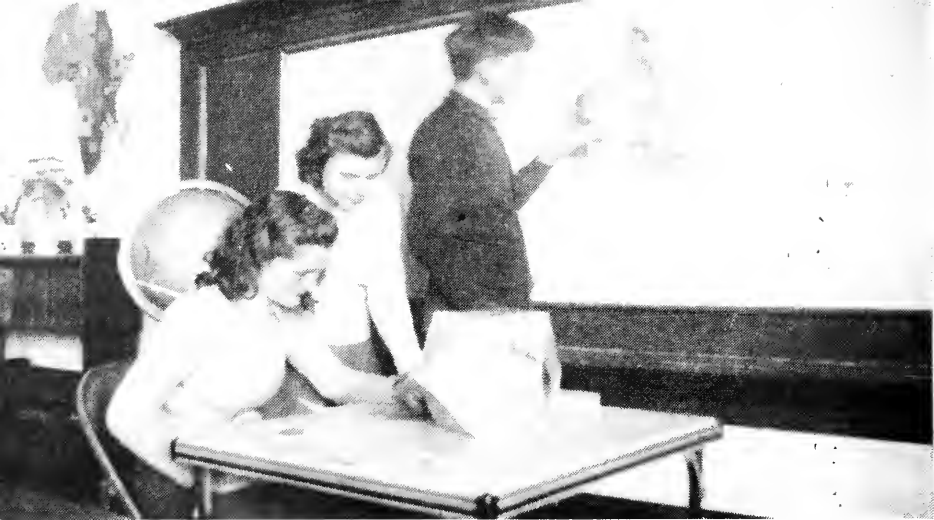
Recent surveys made by leading newspapers have shown that in the country at large many high school graduates are deficient

in their knowledge of American history, that thousands of youth are graduated without ever having had a high school course in American history. Such is not the case in North Carolina. A full year course in American history is required for graduation in every high school in the State. This requirement has been in force in North Carolina for more than 25 years. Also, American history is taught in the fifth and seventh grades of the elementary school. As a part of the Twelve Year Program which was begun in 1942, committees of teachers and administrators cooperated with members of the staff of the Division of Instructional Service to improve the teaching of history and the other social studies. Outlines for study, illustrative teaching units, lists of books for pupils and a professional bibliography were prepared as a means of helping teachers to do a better job of instruction. In addition, many conferences and study groups were arranged for the purpose of improving instruction.

The study of geography has been seen in a new light as a result of the world-wide scope of the present war. Guadalcanal, Attu,

Both thrift and good citizenship are taught through the sales of war savings stamps





Air routes—a new polar hemisphere

Saipan, Anzio, Aachen, and hundreds of other places seldom mentioned in normal times have been emblazoned in newspaper headlines to create a new interest in geography. The swift pace of the airplane and its victory over the trackless wastes have made possible new great circle routes of travel which make the polar regions, strategic islands, and remote inland landing strips of major importance for the future. The changes occurring during the war have in effect made necessary a reorientation in the field of geography. To help make this adjustment new supplementary texts have been adopted and lists of acceptable periodicals have been furnished teachers. Throughout the study of geography still more emphasis has been given to the importance of teaching fundamental concepts and relationships.

The course in civics, required of all first year high school pupils, has been vitalized through a study of our government as it functions in war and through a comparison of democracy and fascism. Student participation in salvage drives, the selling of war bonds and stamps, the collection of clothing for Russian relief, community service through the Victory Corps, model aircraft building for the Army and Navy, assistance in rationing programs, and numerous other patriotic war activities have made it possible to teach citizenship through actual practice. Such participation helps develop desirable habits and attitudes and also creates new interest in the textbook.

The twelfth grade elective course, Problems of American Democracy, continues to fill an urgent need to provide ways and means for the emerging citizen to study the social, economic and

political problems of our State and Nation. The tensions of war as reflected in race troubles, controversies between capital and labor, juvenile delinquency, and religious and political intolerance make this social studies course a living, dynamic part of the curriculum and a prime factor in training for intelligent citizenship.

A new interest in consumer education has grown out of the national programs of rationing and price control. No new courses in this field have been added to an already crowded curriculum, but considerable material on consumer education has been brought into such existing courses as economics, sociology, farm family living, civics, history, and problems courses. To assist teachers, a bulletin, *Ways to Victory on the Home Front*, was prepared by the Department of Public Instruction in cooperation with local school people and the O. P. A. and distributed to all schools in 1943.

During the biennium considerable change occurred in the teaching of North Carolina history and geography. Formerly taught only in the fifth grade, a full year is now given in this field in the eighth grade. The maturity of the pupil at this higher level makes possible a more serious study of the State and the complex problems confronting it. Also, many texts, pamphlets, films, and reference books too difficult for younger pupils can be used at this level.

As a part of the new eighth grade course on North Carolina special emphasis is given to resource-use education and regional problems. Research emanating from the Institute for Research in Social Science at the University of North Carolina revealed long ago that a great gap exists between actual and potential standards of living in the State and in the southern region. To bridge this gap, youth must be educated in the fundamentals of resource use and be taught to conserve and use wisely the abundance of natural and human resources with which North Carolina is blessed. A new book, the *Story of Conservation in North Carolina*, was adopted and supplied free to all schools as a means of furthering this part of the program. Also, the Department of Public Instruction has issued helps for teachers in this field and has cooperated in institutes and professional study designed to improve the training and teaching ability of teachers in this area.

Throughout the social studies program interest is being stimulated by the Department and by local leaders in the use of up-to-

date materials and improved techniques of teaching. Field trips, films, radio, current newspapers and magazines are being used to good effect in vitalizing this important area of the curriculum.

LANGUAGE ARTS

Special phases of language arts emphasized in the public school program include oral and written expression, reading and literature, spelling and handwriting. There is also an increasing interest in more adequate training in speech, dramatics, storytelling and the use of the library. Courses of study and supplementary bulletins containing records of good practises and successful procedures have been provided each teacher. Basal texts in the language arts subjects are furnished free in the elementary schools. Supplementary readers containing a wide variety of reading materials, selected to complement and enrich the reading course in each grade, and library books have been available in adequate numbers in most schools. Complete lists of selected and State-adopted supplementary texts are distributed to each teacher in the beginning of the school year and library catalogs are available. Many schools have been provided with an adequate supply of appropriate and vitally important reading materials. However, there are some schools, mainly of the smaller type, which are yet to be provided with both supplementary and library books in sufficient quantities to insure an extensive use and enrichment of the reading course for pupils enrolled in these smaller-type schools.

The success or failure of the language arts program as it concerns the progress of the individual pupil during the past two years has been the responsibility of the classroom teacher. Her preparation and ability to teach and the quality of her own training as revealed in her habits, attitudes and interests in the language arts, has influenced to a great extent the progress and results of the language arts program and at the same time has likely been the chief factor determining the success of individual pupils. The good example by the teacher is always a powerful incentive to the pupil in his efforts to achieve success in the mastery and use of the language arts for everyday living experiences.

Observations and records tend to show that in many of our schools more children than ever before have succeeded in the mastery and command of the skills involved in the language arts program, and also it is noted that a larger percentage of pupils

have developed wider reading interests through participation in dramatics and in the use of the library. However, there are far too many children who, by one reason or another, are not accomplishing satisfactory work in learning to speak and write effectively nor in learning to read well enough to profit by the course of study in the grade in which they normally should be placed. Whatever handicaps to progress there may be involved, a determined effort should be made to remove them for every child enrolled in our schools.

In order to further aid teachers to solve these and other problems, the State Department of Public Instruction is publishing and will have ready for distribution in the late winter term, a 1945 revision of the State Course of Study in Language Arts for grades one through twelve.

Brief statements indicating progress made and suggesting further needs in the several phases of language arts follow.

Oral and Written Expression. Too much emphasis cannot be placed upon the importance of training in correct oral and written expression. Awareness of the fact that people are judged upon the basis of their ability to express themselves correctly, adequately, and pleasingly has stimulated greater effort in the schools to help pupils of all grades and growth levels develop practices essential to success in this field.

In the evaluation of the program as observed in our schools pupils are expected to possess certain abilities in oral and written expression as outlined in the course of study and to develop these to the extent or degree which their grade or growth level demands. It is also observed that the success of the pupil from year to year is as a rule dependent upon, first—readiness for the next step or new experience; second—adequate instruction and training; and third—sufficient experience or practice to insure easy command or use.

Reading and Literature. Progress in the better instruction in reading and literature is evidenced largely by the renewed interest in developing a readiness program in reading; by the study of individual needs and interests in reading; by setting up reading programs in terms of children's individual differences to develop skill in understanding and comprehension of what they are reading; and by the increase in interest and use of a larger number of supplementary texts and library books.

It is observed in some schools that more and more emphasis is placed upon the importance of good teaching followed by approp-



The joy and satisfaction of accomplishment is shown on the faces of these pupils as they give oral reports of their contributions to a unit on the study of trains

riate and adequate practice, leading to independence in the use of skills in reading as applied to experiences in reading for information, for pleasure and enjoyment.

The various and special approaches to instruction as related to the content subjects and the sciences are given more consideration in the teacher planning, and as the pupil's background of experience expands and deepens he is led to relate that experience realistically to the reading in textbooks and reference materials which give purpose to the reading.

Remedial reading as such is being questioned as wise procedure for the elementary school, since the pupil is very apt to feel that he is labelled as a reading failure. On the other hand, it is believed that if the pupil is well taught in terms of his own abilities and achievements there will be little or no need for remedial reading. When the pupil shows that he does not have command of reading skills he should be given the best possible instruction as and when the needs of his reading program demands.

It is gratifying to note the increase in the use of evaluation techniques and standardized tests, not only to measure the progress of the individual pupil in his general reading program but the tests are also used for diagnostic purposes and at regular intervals in many classrooms.

It is becoming more evident that our secondary schools accept the responsibility of providing training and guidance in reading improvement. To carry on the program of reading instruction begun in the elementary school is a necessary function of the

secondary school. The high school student who cannot read satisfactorily the high school texts and materials is given the specific training in reading skills that his needs demand even though the training and instruction given may be on the elementary school level. However, for the most part, the instruction in reading skills in the high school has to do with two types of reading—one for the purpose of mastering and retaining content (study) and the other for obtaining a wide background of information (rapid reading).

Through excellent training in the understanding, interpretation and appreciation of prose and poetry on each grade level, the schools have made advancement in administering the courses of study in literature. One evidence of this is presented through the reports from the libraries of the number and type of library books read by elementary pupils and high school students. Other evidences are the increased interest in dramatics, in story-telling, in creative work in prose and poetry, and the satisfying experiences in the integration of literature and the fine arts.

SCIENCE

Science in the elementary schools fulfills two purposes: (1) that of the child's desire to know more about that part of his environment which pertains to plant life, animal life and the universe about him; and (2) that of helping the child to think in a more scientific way in the study of science specimens and in drawing conclusions and facts about his science problems. Children do not spring into these simple understandings as from a spring-board. It takes years of orienting them into studying the nature about them, its causes and effects upon their own living. Science has another side, that of answering questions by children from a natural interest of plant and animal life about them. The experimental side of performing simple experiments, of seeing things happen before their eyes, takes on much meaning under the guidance of teachers.

The State course of study, Science for the Elementary School, suggests the topics for children's study or it provides a reference of materials for the subjects upon which children may be working throughout the grades. Science is inseparable from the social studies. It is a part of healthful living in application but there is need for this organized program for the years 1-12 in order

that children will advance from year to year in a wider range of subjects and in a selection of subjects that have been considered by authorities in the field as being of most benefit to them. The child's interest is taken into account but we are moving from a program devised only from the child's interest to that of a more organized program of work from grade to grade throughout the schools. With more than 500,000 insects, that study alone could absorb a whole program for the children in the grades. Therefore, the school program is devised to have some directed study into some directed fields.

There are a number of subjects that are emphasized continuously throughout the grades. Conservation of life, materials, products, humans; science in relationship to nutrition; the experimental study of proper foods and care upon the growth of animals and plants and with emphasis upon proper nutrition in practice in the child's daily life; science in inventions that are used in the home, on the farm and in the industries that the child is acquainted with; respect for the scientist and his research; the science of disease, the application of what has been found about diseases and applying this in the child's life, are some of the emphases for years 1-12.

In the last two years there has been an improvement in an observable way and in the statements on the Principal's Annual Reports that science has a place in the regular program of more teachers for more children. It is taking its place in the curriculum with reading, spelling and other subject fields.

A most important phase of the science program is to help the child to think in a more scientific way. This begins in grade one and is in evidence not only in the child's science lesson but in his thinking and solving problems in any subject, and in drawing any generalization. The child's training in critical thinking, the spirit of inquiry, the recognition of cause and effect relationships, the development of more scientific attitudes, the knowledge that valid data must be used in drawing opinions are equally important with the specific facts that the child learns. A fact proven by the child is not the whole objective. What the manipulative experiment directed by the scientific process does for the child is of appreciable value to him. Every child in grades 1-12 has the opportunities for growth in science facts and in the development of a more scientific attitude through the organized program of science for the schools.



Science activities fulfils the child's desire to learn more about his environment

Two years of science are required for graduation from the secondary schools, one of which must be in biology. General science is offered in the ninth year, biology in the tenth, with chemistry and physics in the eleventh and twelfth years, respectively. Each accredited high school is equipped to offer three or more sciences. On account of the scarcity of science teachers due to war work, it has been difficult to maintain high standards. However, there has been an increase in the number of physics courses offered. Schools are attempting to build up equipment for science and to provide rooms which are equipped for doing a better type of science teaching. Supplying this equipment is an obligation of the administrative unit, and more and more it will be necessary to provide for this in the capital outlay budget where a school wishes its students to have access to the needed materials and equipment.

HEALTH, PHYSICAL EDUCATION AND SAFETY

In spite of the loss of trained physical and health education teachers in the white schools of the State, the total number of students enrolled in classes in physical education has increased from 90,509 in 1941-42 to 109,602 in 1942-43. There was a slight decrease in the number of students enrolled in health education. This decrease is due to the loss of trained health teachers to the armed services and to other occupations.

ENROLLMENT IN HEALTH, PHYSICAL EDUCATION, AND SAFETY IN 720 WHITE HIGH SCHOOLS

	1941-42	1942-43
Enrolled in Physical Education	90,509	109,602
Enrolled in Health and Safety—		
Nutrition	37,597	28,746
First Aid	43,311	31,944
Communicable Disease	26,092	20,161
Safety and Driver Training	37,688	27,708

Physical Education. In most of the elementary schools, physical education has been set up as a regular part of the school curriculum and the required time allotment of 30 minutes per day is included in the schedule. However, due to the lack of physical education courses offered in teacher training institutions until recent years, many teachers are not capable of conducting physical education activities. The in-service training program conducted by schools with the assistance of the State Department of Public Instruction and the teacher training institutions has done much to help elementary as well as high school teachers of physical education.

During the past five years there has been a large increase in the number of schools and the number of students enrolled in physical education in the high schools. While the war has been responsible for the loss of trained personnel in physical education, at the same time the war has been in part responsible for an increased interest in physical fitness for boys and girls on the part of students, teachers and administrators. According to the High School Principal's Annual Reports 621 of the white high schools of the State provided for physical education classes: 245 schools gave physical education 5 days per week, 283 three days per week, and 93 two days per week; 425 of the high schools had the required physical education in the ninth grade, 305 made it a requirement in the 11th, and 213 in the 12th grade.

Many schools do not have adequate facilities for modern programs of physical education. High School Principal's Annual Reports show the following facts:

FACILITIES AS REPORTED BY 720 WHITE HIGH SCHOOLS

Number of schools with gymnasiums	439
Number of schools which provide—	
3 to 4 showers for boys	158
3 to 4 showers for girls	138
5 to 8 showers for boys	73
5 to 8 showers for girls	55
Over 8 showers for boys	24
Over 8 showers for girls	22
Number of schools in which boys took showers after class	117
Number of schools in which girls took showers after class	85
Number of schools in which boys dressed in gym suits for class	181
Number of schools in which girls dressed in gym suits for class	172
Number of schools which provided lockers for students of physical education	102

Health Instruction. Health instruction as set up in the Twelve Year Curriculum is being offered in the elementary grades and while improvement in the quality of teaching is in evidence, more in-service and pre-service training is needed by teachers to equip them for the most effective health teaching.

In the high schools as noted in the table on page 16, the number of students enrolled in health has decreased since 1941. It should be pointed out, however, that the number of students enrolled during the school year 1941-42 exceeded the number enrolled in any previous year. This was due to the efforts of the schools to prepare more adequately boys for military service and girls for war work.

From the standpoint of health, one of the greatest needs in developing proper health habits among school children is more adequate provision for handwashing. Very few of the schools have sufficient supplies of soap and towels, whereas still fewer schools have facilities for hot water.

Sanitation. Since the war started, due to war restrictions on building materials and plumbing supplies, little progress has been made in the improvement of sanitation of the schools.

In the Negro schools and in many of the small elementary schools, indoor toilet facilities are not provided. Inspections of these schools by county and district sanitarians show clearly that it is next to impossible to maintain outdoor toilets in a sanitary condition. The larger the school the more difficult it is to keep outdoor toilets sanitary.

According to reports of 720 white high schools, sanitation was approved in 543 schools; 144 schools either were not inspected or failed to make a report on this item, whereas the sanitation of 21 schools was not approved by local health authorities, or by the State Board of Health.

Health Services by Health Departments and Private Physicians. One of the most difficult and yet one of the most needed phases of an adequate health and physical education program has been that of health service. The high schools of North Carolina have been dependent upon health de-

partments and volunteer help from private medical and dental personnel for whatever health services that have been provided for high school students. During the second half of the school year 1941-42, due to a State-wide campaign sponsored by the State Board of Health, the State Department of Public Instruction, State Medical and Dental Societies, and local health departments, a large percentage of the boys of junior and senior classes of high schools were examined. During that year 39,741 medical examinations and 19,480 dental examinations were given to high school students. In contrast to this, only 18,369 examinations were given last year. In view of the shortage of doctors and dentists the school people are gratified with the amount of health service provided by health departments and private doctors and dentists.

School administrators, teachers of health and physical education, public health officials and associations recognize the need for complete medical examinations for high school students before they take part in physical education and athletics, but even before the war only a few schools in the State could get this service. From a State-wide standpoint, health departments have not had adequate personnel to provide the service and schools have not had funds to employ private physicians. In many schools private physicians and dentists have given generously of their services to help in examining high school students. However, in spite of the work of health departments and private physicians, only a small percentage of the students have been examined. Last year less than 20% of all those who engaged in physical education were given medical examinations.

From the standpoint of the future health of the children the followup work to correct the defects found by medical and dental examinations is most important. However, it must be admitted that, according to reports

Learning to be safe should begin early



made to the State Department of Public Instruction, follow-up work has not been adequate nor effective in getting parents to have the defects of their children corrected. In some instances, parents were unable to pay for the services, whereas in other instances parents were not convinced that the defects were serious enough to necessitate medical or dental service.

School people accept a part of the responsibility for not educating parents with regard to the need for attention to remedial defects. Most schools do not have trained health educators to give guidance and advice to students and parents with regard to the importance of and procedures for securing medical services for the correction of remedial defects. This is especially true of the small schools that do not have organized programs of health and physical education.

Safety Education. The aims of the school safety program are to furnish insofar as possible, a safe school environment, to protect children from hazards, to give them a background of safety information, to help them establish safety habits and to develop attitudes which lead to intelligent self direction in safe living.

Schools have attempted to achieve these aims in various ways. Listed below are some methods used by schools to make safety functional:

1. By providing buildings, grounds and buses that are free from accident hazards.
2. By stressing safe use of the buildings, grounds and buses in the daily activities of school life. This is a responsibility that is shared by the total school personnel.
3. By emphasizing certain phases of safety each month. For example, fire protection is emphasized in October.
4. By the inclusion of safety units on particular safety problems, such as automobile safety, home safety, bicycle safety, etc.
5. By the inclusion of safety content in such courses as home economics, physical education, health education, industrial arts and agriculture.
6. By organizing special clubs for safety promotion and study, such as Safety Council, Safe Drivers Club, High School Motor Club, Bicycle Club, Safety Patrol, etc.
7. By a series of contests in poster making, essays and orations covering certain phases of safety.
8. By assembling program which might be:
 - a. A motion picture on safety.
 - b. A talk on safety by some authority.
 - c. A dramatization, play, skit, etc., on safety.
9. By including in the curriculum a special course in driver education on general safety.

SCHOOL-HEALTH COORDINATING SERVICE

The School-Health Coordinating Service began operating in 1939 and has continued its activities since that time. It is a joint operation of the State Board of Health and the State Department of Public Instruction, maintained by a joint budget which is con-



Gymnastics is a part of the physical education program

tributed to by each department. The budget is also supported by two organizations within the Rockefeller Foundation: The International Health Division and the General Education Board.

The reason for the joint activity lies in the realization by both departments that, working separately, the fullest benefits to the children cannot be achieved.

When first organized, the School-Health Service was a unique department in the United States. Since then at least three states have set up similar departments, stimulated perhaps by North Carolina's pioneer work.

The purpose of the School-Health Service is to train teachers to do a large share of the health instruction in their daily contact with the pupils and, in cooperation with the local health departments, to simplify and facilitate health service for the school children. To fulfill this purpose, three approaches have been utilized, (a) Teachers Colleges, (b) Summer Conferences, and (c) In-Service Training.

There are three white and three Negro **teacher colleges** in the State, but nearly all colleges now operating in North Carolina train teachers. Stimulated in part by the School-Health Service,

several teacher colleges are now preparing to give the necessary health instruction while the students are receiving their teacher training. This is a slow development, as faculty, curriculum, time, and funds must be found, but these points are receiving active consideration. This is a program which the teacher colleges are anxious to develop.

Summer Conferences have been held each year since 1940 at the Woman's College at the University (Chapel Hill), at the North Carolina College for Negroes; and at Bennett College since 1941. The number of teachers who have been trained in the conferences since July, 1942, are 410 (153 white and 257 Negro). In addition, at the same conferences, training was given to 67 teachers (32 white and 35 Negro) from outside the State. The conferences last six weeks and the teachers receive six semester hours credit, either graduate or undergraduate. The conference which was to be held at the University in 1944 was cancelled on account of the poliomyelitis epidemic. The funds required for running the summer conferences, including scholarships and general expenses, have been provided by the General Education Board. These conferences should be continued indefinitely, as they furnish to those already graduated the only means of acquiring essential health information. The funds promised by the General Education Board have already been exhausted.

In-Service Training occupies the major part of the time of the staff. Upon invitation by the county school and health authorities, the staff enters a county and works in the schools for a period of two months, by means of group conferences and by means of visits to individual schools. In this work, instruction is given to all teachers, high and elementary, in health service, health instruction, healthful school living, nutrition, and physical education as follows:

Health Service: Screening and eliciting defects by looking into the subjects of height, weight, eyes, ears, hair, skin, scalp, nose, throat, neck, teeth, hands, feet, signs of anemia, signs of malnutrition, posture, orthopedic defects, mental habits; making home visits.

Health Instruction includes (a) **Personal Hygiene**, which embraces such health habits as, the protection needed when sneezing and coughing, hand washing before eating and after using the toilet, eating, resting, sleeping, playing, clothing, and cleanliness; safety; and

(b) **Communicable Diseases**, such as common colds, measles, German measles, whooping cough, diphtheria, scarlet fever, acute rheumatic fever, mumps, hookworm, malaria, syphilis and gonorrhea, tuberculosis, pellagra, typhoid, and other communicable diseases; immunizations (smallpox, diphtheria, and typhoid).

Healthful School Living, another expression of general sanitation, which includes: drinking fountains, wash basins, toilets and urinals, heating, ventilation, lighting, cleanliness, janitor service, lockers, drying room, isolation room, desks or tables, seats, first aid equipment, outdoors.

Nutrition is an important development. The matter is presented to teachers by lectures to teachers on nutrition problems as found in school children; nutrition teaching in both elementary and high schools; school lunchroom demonstrations; home visiting; and local nutrition committees.

Physical Education. The health attention which the child gets equips him to participate in physical education. The approach is through (a) Elementary Schools: organization and administration of a physical education program; methods and materials in physical education; and activities—rhythms, mimetics, stunts, relays, and organized team games suitable for indoors and outdoors; and (b) High Schools: instruction in sports and games, conditioning exercises, obstacle course, tumbling gymnastics, relays, combatives, and rhythms.

On the completion of the work in the county the teachers, assisted by the local nurses, are informed about and can carry out such measures as screening, weighing, measuring, examining the eyes, ears, nose, throat, skin, and hair of the children. They can determine whether or not the posture is good and what should be done about it. The teachers have acquired also a good deal of information concerning malnutrition, foods, and their values, a minimum of information about communicable diseases, sanitation of the school building and the grounds, and the best methods of pursuing physical education in both the elementary and high schools.

Screening consists in dividing the children into two groups: those who need the attention of a doctor, and those who do not need to see him. This procedure has simplified and lessened the work of the health authorities and has enabled each child to be

seen by the doctor as soon as he needs to be seen. In every county in which the school-health work has been done, every child has been screened, and those needing attention, have been seen by specialists. In getting the defects corrected, the specialists have been most cooperative.

Screening shows that from ten to fifteen per cent of the children require the attention of specialists who are particularly interested in conditions of the eyes, ears, nose, throat, and teeth. The other defects are minor and can be taken care of by the teacher and parent under the direction of the nurse and health officer.

Since July, 1942, the white and Negro schools in the following units have been visited for in-service instruction: Durham, Alamance, Nash, Edgecombe, Pitt, Sampson, and Greene counties, and the city of Rocky Mount. There is considerable competition among county and city school systems for work of this sort.

In all these schools, every teacher has been instructed in subjects already mentioned. All school children have been screened and those needing attention have been examined, the defects defined, and in many instances, attended to. The number of schools visited were 282 (226 elementary, 56 high); the number of teachers reached, 1,574 (1,157 elementary, 417 high); and the number of school children reached, 55,090 (40,495 elementary, 14,595 high).

Staff. The staff used for In-Service Training is provided in part by the State Board of Health and in part by the State Department of Public Instruction. At present, they number ten: two doctors, three public health nurses, three health and physical education advisers, two nutritionists. Of this number, one doctor, one nurse, one health and physical education adviser, and one nutritionist are Negro and work in the Negro schools. In the budget for this year are items for one health educationist and one psychiatrist. When this additional staff is employed, the unit of field workers will be complete.

Local Coordinators. Experience has shown that to be effective and lasting, there must be employed in the county a particular person whose duty will be to carry on the work after the school-health staff leaves. In order to develop this phase of the work, it was decided to train teachers in health education. The General Education Board was approached. Its officers supported the idea and awarded ten scholarships valued up to \$2,000 each to be used to train teachers in health education over a period of twelve

months at the University of North Carolina's School of Public Health. On the completion of the training, the teachers will return to the county to work under the school-health authorities. Candidates are now being selected by the local school and health authorities. Those accepted entered the University in September, 1944; they will be ready for county work in September, 1945. When this development is well established, it is believed that the school-health work will be enormously advanced in all its aspects, including health instruction and health service.

ART

The opportunity for creative expression as the right of every child is being interpreted more and more as an obligation in every school. Every child has some opportunities for a variety of expressions in creative arts. Two definite improvements are noticeable in the program: (1) there is provision for art in the weekly schedule of work in more schools; (2) there is evidence that more schools are providing art materials in greater quantity and variety.

The functional use of art in the lives of children as they them-

A seventh grade child told his story this way





Caring for tools is a part of the art program; the boys made the box

selves see its usefulness in their community living stimulates the desire for the varied types of activities that they carry on in their art program. Groups of children begin their program each year with the improvement of their own living situation, the classroom. The arranging of furniture, selecting of pictures, making of draperies, painting of pictures, planning for exhibit space for collections, balancing of the materials on the bulletin board, selecting an outstanding color scheme for the classroom, arranging nooks for attractive display of centers of interest are vital in a functional program. Particularly, in grades 4-12 children are using these interests in their own living arrangements within their homes. There are four big themes that are continuously evolving in the child's program, grades 1-12: art in the home, art in the child's costume, art in the classroom and building, and appreciation studies of types of art from the earliest cultures to the present time.

There is an observable evidence of a greater variety of media in use in the schools. The basic materials needed in the art program such as art colors, paints, brushes, paste, clay for modeling, crayons, fingerpaints, poster crayons, weaving materials, tools for textile designing, are available through State contracts. The amount needed is suggested in the art course of study. Approximate costs are given. The children freely use these media in expressing themselves through flat (paint) designs, dramatization, simple wood cutting (sculpture), basket weaving, soap carv-

ing, puppets, simple pottery, simple costumes, interior decorating, and designs for their personal clothing. In the higher grades, about sixth to twelfth, children are using to some degree simple leather tooling, simple objects from wood, simple chip carving, cloth weaving, block printing and textile designing on cloth. Limited numbers of groups have worked in plastics.

Schools have been particularly resourceful in the past two years in utilizing local products to supplement their needs in materials. Teachers have utilized new ways to use old products; they have also been resourceful in using the suggestions for crafts and construction work in the State outline.

Administrators and teachers are realizing that for an art program to survive there must be enough variety to stimulate the varying interests of large numbers of children. This is evident from the numbers of counties that have supplied the basic art materials given in the art course of study for each school in the county or city unit. Some of these are replacements and some are almost initial programs of materials supplied for all children of all schools.

Teachers are also recognizing that they must have some skill in guiding the children in their development. Art in grades 1-8 is regarded as a regular part of the child's program and is taught by the regular teacher. Any elementary teacher who began teaching in 1929 or later has been required to have nine semester hours in the arts group in order to qualify for the Primary, or Grammar Grade, Class A Certificate. These nine hours include some credit in each of the areas of music, drawing and industrial arts.

Interpretations of the art program in any school depend upon the meanings attached to the term "Art Education." The individual's art is his painting, his craft product, his costume, his room arrangement, his manner, his speech, his accessories, his home, his landscaping, his tools for work or play. There is nothing one does that he might not have done more or less artistically than he did do it, and we measure this difference to some degree by his use of art in its recognizable forms of color, arrangement, proportion, form, space, balance, rhythm, harmony, line and design.

The consumer phase of art begins in grade one and extends through adulthood. The schools are working on different phases of art in the lives of individuals—the creative, the appreciative and the consumer. The program suggests materials and motiva-



Ninth year students utilized dark printing designs to fill creative and commercial needs

tions, and measures the growth of the child by his creative products and his evidences of appreciation of art in daily application. Every class room an art studio for the growth of the child in creation, appreciation and as a consumer, is the central theme of the art course of study suggesting the program of the North Carolina public schools.

MUSIC

The music education program in the schools includes **appreciation** through listening to good music as provided through the use of the phonograph, **vocal music** through the learning of words and music in singing lessons, glee clubs, choral work, etc. as outlined in the course of study and provided in the music texts in the schools, and **applied music** through individual and group instruction in piano, violin, and instruments of the orchestra and band.

During the past two years, music instruction in the schools has been greatly enhanced through the use of the new course of study in music provided by the State Department of Public Instruction and distributed to every school in the State. From this bulletin teachers may find real help in planning and developing a more definite training program in music education from grade one through twelve.

In many schools there is a wide range as well as a diversity of music experiences provided and the pupils attending these schools have the opportunity to participate in the singing of songs, the reading of music, rhythmic activities, listening to music, creating music, learning how music is written and interpreting and integrating music in connection with other life activities. One special phase of music integration which is making rapid progress is that of verse choir work—an integration of music, literature, art and dramatics. Wherever there is such a program as outlined above there is a growing, developing interest in the appreciation of worthwhile music.

However, there is a great need for extending and enriching the music experiences of children in many of our schools where the work is very limited and where little or nothing is being accomplished in developing the child's innate musical interests and abilities and where little or no use is made of either the course of study or texts in music. Because of this situation there has been a strong demand for the employment of well-trained music teachers in these schools. Music leaders in the State are making an earnest effort to interest school authorities in equalizing oppor-

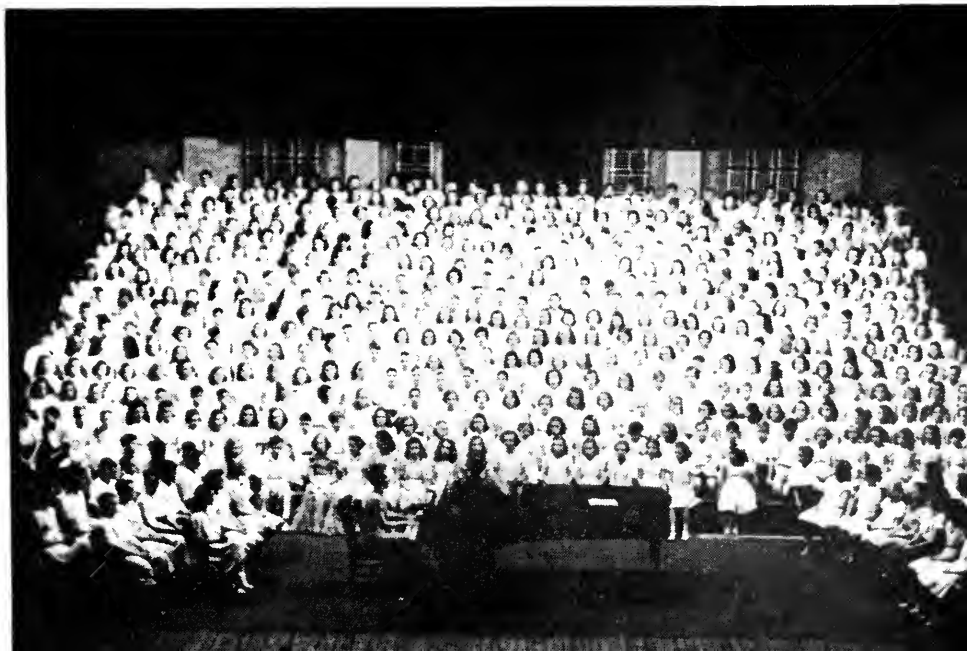
tunities in musical training for all children. They would have in all schools where the music work is now inadequate a better instructional program for meeting children's needs.

If a minimum program of music training as outlined in the course of study is to be available for every pupil, as it now is in a majority of the schools, then either the classroom teacher must have more training in music education or a full-time music teacher, well-trained in music education, must be provided. This seems to be the next step in progress in music for all children enrolled in our schools now that free texts in music are available for pupil use.

To be able to sing well, to participate in instrumental music, and to understand and enjoy good music rendered by others is the right of every child. Success in contributing or in listening to good music never fails to bring joy and satisfaction to the learner.

There is one phase of the music program which, in many communities in the State, has made remarkable progress, and that is the music festival. The festival is usually held near the close of the school term and provides an opportunity for thousands of

The Music Festival Chorus is usually an outgrowth of the year's work and provides an opportunity for large numbers of children to use their learnings in music through participation in the festival program



children to use their musical learnings. The festival program as presented by many of our school communities is usually an outgrowth of the year's work in various phases of music education and indicates the extent and thoroughness of the music training and experiences of the pupils participating in the festival program.

MATHEMATICS

Considerable adjustments have been made possible in mathematics by the twelve year program. Since the elementary school provides for a nine months' term and an additional grade it has been possible to move up some of the more difficult phases of mathematics to a higher grade than was formerly the case and to put increased emphasis upon the attainment of those skills which all students need in order to adjust properly to the quantitative side of life. Arithmetic is emphasized in the elementary school. There is evidence that teachers in the elementary school have completed the adjustments in the field of mathematics.

In the high school the first year of mathematics is general mathematics or elementary algebra. Schools are given freedom in selecting the program best suited to the particular school. The first year of high school mathematics is required and is followed by algebra or a second course in general mathematics in the tenth grade and geometry in the eleventh grade. In the twelfth grade it is possible, in most schools, to offer elective work in advanced algebra, trigonometry and solid geometry. In many schools twelfth grade pupils are offered courses in business arithmetic or a course in basic mathematics which covers the practical and fundamental operations in arithmetic, algebra, geometry and trigonometry.

The World War has called the attention of school men to the importance of a knowledge of the fundamentals of arithmetic and other mathematical subjects. This has brought about in many schools the course in basic mathematics. This trend will likely affect the teaching of mathematics in the post-war period.

BUSINESS EDUCATION

Because of the importance of business education and the interest manifested in this field of instruction a revision of the 1935 Course of Study in Business Education was issued to the teachers of business education in May 1944. The title of the new publication is "Tentative Course of Study in Business Education."



Industrial Arts experiences provide exploratory experiences and a foundational technical education essential for modern living

INDUSTRIAL ARTS

Increasingly, educators are coming to recognize that learning experiences in the Industrial Arts area of a modern school contain unique factors which make many valuable contributions to general education. Surveys now indicate that enlightened leaders in education hold the belief that Industrial Arts constitutes a vital part of their education program and records show that serious effort is being directed toward establishing and improving this work in the North Carolina public schools.

Industrial Arts courses are rich in opportunities which will aid pupils in learning how to think. Due to developments in science and technology and their effects upon the lives of people, all persons should be provided with school experiences which will enable them to deal more realistically and intelligently with practical problems of living, many of which are industrial in origin. For all types of pupils, from the very superior to the very inferior in academic ability, a better balance is needed between learning situations in which abstract symbols predominate and those in which the reality of life predominates.

A balanced program of modern education will provide Industrial Arts experiences for all age levels—elementary, secondary, and adult. Such a program will help individuals to know their aptitudes and to make the most of them; to discover worthy and enduring avocations and to acquire the initial capacities necessary to pursue them; to discover some broad vocational interest for which their aptitudes and interests fit them and to acquire capacities essential for a successful beginning in that field; and to understand, appreciate and behave more intelligently in a modern complex industrial society.

To arrive at these goals North Carolina schools need more diversified and better staffed and equipped shops and laboratories, in most instances general shops or laboratories should replace the more expensive specialized unit shops limited only to mechanical drawing and woodwork. Professionally qualified teachers are a prime requisite of continued progress in Industrial Arts.

VOCATIONAL EDUCATION

Notwithstanding the fact that in no period of the State's history has there been a greater interest and more positive demand for vocational education than during the time covered by this report, the expansion of the program has been materially affected by the loss of personnel to the armed services and to employment in war industries. However, in agriculture this has been somewhat counteracted by the increased services to out-of-school youth and adult farmers through the Food Production War Training Program.

In the Trade and Industrial Education Program the effects of the war emergency have been even more noticeable. The failure to expand in the regular activities of this department has been offset by the training of war production workers for out-of-school youth and adults.

The home economics departments have continued to increase in numbers and in effectiveness. The scope of work in this department has greatly expanded because of the demands in connection with increased food production and the interest in the improvement of diet. The teachers of home economics have cooperated with the agricultural workers in rendering a real service to rural people in connection with production and processing of food for family use.

The Department of Distributive Education has continued to emphasize the needs for adjustment in store practices and has

cooperated with other agencies concerned with the better distribution of available goods and services.

The war situation and the return of military personnel tends to accentuate the interest in guidance. The demands for this service on the part of both school people and other agencies are taxing the facilities of this department.

The Vocational Rehabilitation service has greatly expanded during this biennium because of additional Federal legislation increasing the amount of Federal funds available, and the increased number of accidents due to the speed-up in war work. Under the new program a wider variety of services are made available to physically impaired people, greatly increasing the demands upon the staff of this department.

AGRICULTURAL EDUCATION

The Vocational Agriculture Service of the Division of Vocational Education, with its supervisory force of nine persons and an instructional personnel numbering 397 teachers of vocational agriculture located in 89 counties, is adjusting its classroom and community programs to answer the challenge of the war effort.

Teachers. Strategically located in local communities, these 397 teachers of agriculture are rendering a valuable service in helping to win the war on the educational and agricultural fronts. They played a prominent part in the 1944 Food for Freedom and the Victory Garden programs and the drive for scrap iron. They took part in the 1944 production program by attending district, county and community meetings on production goals, serving on the county Farm Mobilization Day Committees, explaining the program to high school and adult evening class students and preparing news articles.

The Vocational Agriculture teaching force is well organized for participation in war effort programs. The teachers of the State are divided into 37 groups meeting monthly. Therefore, the message of any program can be carried to each of the 397 teachers in a period of two weeks. Also, each teacher has an advisory committee of seven persons functioning in his community. Over 3,500 persons can be reached, on short notice, through meetings of the advisory committee.

Following are the main ways in which the teachers of agriculture contribute to growing more food and feed:

1. Encourage the 75,000 students to have their home practical work in food crops.
2. Explain the necessity for more food to high school students and evening class or adult farmers.
3. Continue the repair of farm machinery courses so that farmers can bring into the school shops their machinery and tools to be repaired. Last year thousands of dollars were saved farmers by repairing the machinery in the school shops and many discarded implements were put back into use.
4. A very effective vehicle for promoting and explaining the production goals and program is the Rural War Production Training Program

as set up in the Division of Vocational Education. Congress allotted fifteen million dollars for the nation and over \$700,000 for North Carolina for the purpose of giving instruction to out-of-school persons in repair of farm machinery and in fourteen commodity courses.

Students. Farm youth is so organized and located that they are of a tremendous influence in putting over the educational and agricultural objectives necessary to winning the war. The Future Farmers of America, a State-wide organization with over 20,000 students of vocational agriculture as members; over 30,000 students of home economics; and the Victory Corps, organized in high schools throughout the State, with 100,000 members, makes an army of 150,000 farm youth ready for action on the educational and agricultural fronts.

The Future Farmers and the home economics students are adding materially to the food supply by growing food crops, gardens and livestock for home projects; and the home economics students are helping considerably in the conservation of foods on the farms. Then, too, the agriculture and home economics students are carrying the message of improved practices and better methods from their classrooms and leaders to their mothers and fathers.

Future Farmer Activities. The State Future Farmers of America made the following contribution to the war effort in 1944:

I. War-Time Accomplishments.

A. More food and oil for victory by increasing scope and quality of supervised practice work, which included the following:

Victory gardens	9,460
Laying hens	402,124
Broilers	806,810
Porkers	14,312
Brood sows	3,801
Dairy animals	6,360
Beef animals	2,218
Sheep	580
Acres of soybeans for oil	20,140
Acres of peanuts for oil	10,206
Total labor income from project work	\$1,870,718.81

B. Salvaging needed war materials:

Pounds of scrap metal collected by F. F.	
A. Boys since Pearl Harbor	10,502,000
Pounds of rubber collected by F. F. A.	
boys since Pearl Harbor	361,000
Pounds of paper collected by F. F. A. boys	
since Pearl Harbor	802,000

C. Buying War Bonds and Stamps:

Total value of War Bonds purchased by	
F. F. A. boys Since Pearl Harbor	\$516,410.00

D. Repairing and Reconditioning Farm Machinery:

F. F. A. boys repaired 1,080 farm machines, such as tractors, combines and grain drills; 3,214 farm implements, such as plows, planters, and harrows; 5,461 farm tools, such as axes, hoes, rakes, etc., and completed 10,412 construction jobs, such as buildings, lime-spreaders, hog and poultry feeders, wagon beds, etc.

E. F. F. A. boys cooperated with WPB, U. S. Treasury, OCD, and other government agencies in the war effort.

II. Membership.

A. Total number of vocational departments in this State -----	352
B. Total number of active F.F.A. Chapters -----	342
C. Total active membership -----	10,520
D. Total associate members -----	9,254
E. Total honorary members -----	2,251
F. Total membership -----	22,525

III. Financial Status.

A. Balance in bank June 30, 1943 -----	\$ 2,816.20
B. Total receipts for current year -----	11,853.37
C. Total expenses for current year -----	7,224.36
D. Balance in bank June 1, 1944 -----	4,629.01

IV. Contest.

The following contests were conducted with good results:

Food for Victory	Victory Pig-Litter
Victory Egg-Laying	Public Speaking
Dairy Improvement Chapter	Project Story

V. State F. F. A. Publication.

Four issues 16,000 copies each of **Tar Heel Talks** were printed and mailed to all active members and forty-seven State advisers and others on exchange list. Each copy consisted of eight pages, well-illustrated by use of action pictures.

A classroom for students of vocational agriculture





A chapter of Future Farmers in regular meeting

VI. State and American Farmers.

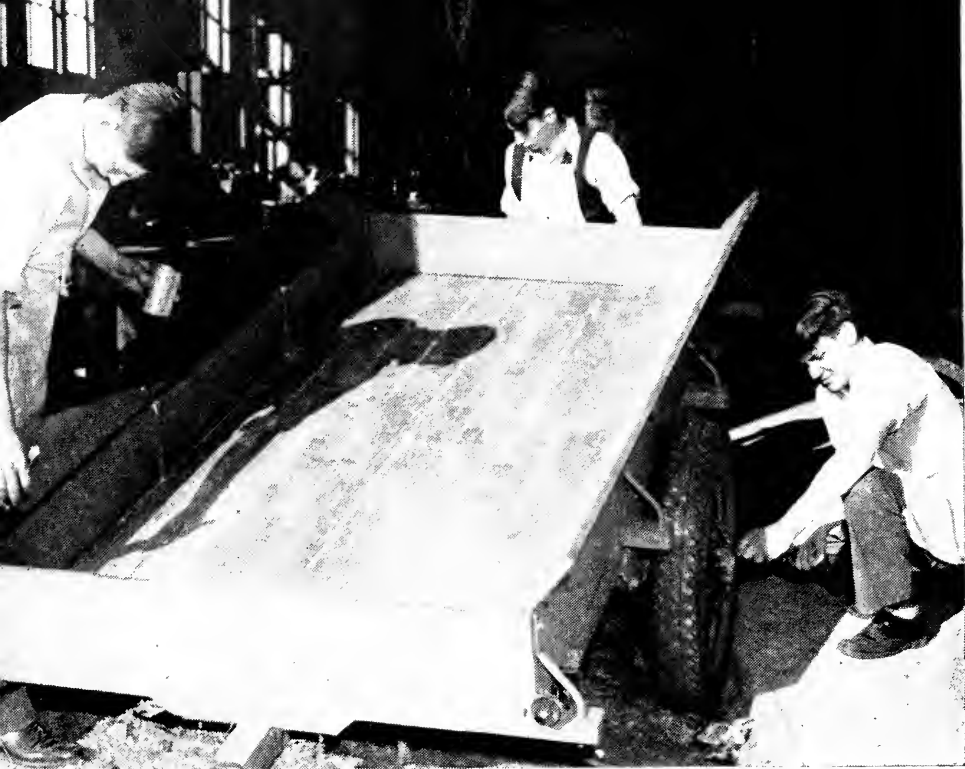
Sixty-five members were awarded the Carolina Farmer Degree and eight the American Farmer Degree.

VII. General Activities.

Three hundred chapters have approved F. F. A. libraries, 156 chapters held Father and Son Banquets, 300 chapters have complete meeting equipment, 7,564 members own F. F. A. manuals, 1,085 chapter Home Improvement Projects were completed, 1,160 crops and livestock demonstrations were conducted, 64 chapters issued news bulletins and 156 prepared publicity material regularly for county papers, 30 chapters prepared and rendered radio programs, and 215 chapter groups listened to the National F. F. A. programs. 112 chapters have active thrift banks with a total investment of \$39,406.10. Total investment in farming by active members—\$656,482.00.

Negro Students. The North Carolina Association of New Farmers of America, an organization of Negro Vocational Agriculture students, affiliated with the national organization, which operates in all states having separate schools, has maintained a progressive record for the years 1942-43 and 1943-44. They started out at the beginning of the biennium with eighty-four chapters, which number has been increased to a total of ninety chapters. All of the chapters have been supplied with vocational agricultural teachers, who serve as their advisors. These chapters operate under the guidance of the local, State and federal administration of public school officials.

In addition to an increase in the number of departments, there has likewise been an increase in membership. The North Carolina Association



F. F. A. boys putting the finishing touches on a trailer which have built in the school shop at a total cost of \$12.00 plus strap, materials and labor

ranks next to Texas in total membership. During the past year the members have been responsible for carrying out an excellent program in their various chapters in connection with the war effort. Chief among these has been that of the production and processing of food. Special educational programs and exhibits of food produced and processed were held at the Fayetteville Teachers College; Elizabeth City State Teachers College; Shaw University of Raleigh and Johnson C. Smith University, Charlotte. The purpose of these programs was to acquaint the students, school officials and the public with the work being done by NFA members.

Perhaps the most outstanding piece of work accomplished by the State association as a whole has been the organized effort to interest the membership and the public in providing funds for the Negro Orphanage at Oxford. Last year, these boys raised sufficient funds with which to purchase and give to the orphanage four \$1,000.00 war bonds and in addition \$700.00 in cash.

The work of this association has served to stimulate other groups to join them in their effort to raise funds for the orphanage, and as a result of these combined efforts more funds were raised last year through these groups than the total gifts for all other times. It is the purpose of the North Carolina Association of New Farmers of America to continue its project for the orphanage for ten years. Funds are being reserved with the hope that they will secure enough with which to erect a memorial in the form of a vocational building on the campus in honor of the late Dr. George W. Carver.

EXPANSION OF VOCATIONAL AGRICULTURAL PROGRAM

Year	Number of Schools	All-day	Enrollment Evening and Part-time	Total	Financial Returns on Supervised Projects
1918-19	29	323	-----	323	\$ 41,480.85
1919-20	44	721	-----	721	59,741.64
1924-25	105	2,943	2,350	5,293	600,477.03
1929-30	154	5,300	5,220	10,520	1,407,642.23
1931-32	185	7,403	6,279	13,682	891,905.40
1933-34	223	9,059	6,874	15,933	837,906.32
1935-36	294	12,064	8,040	20,104	1,963,955.53
1937-38	371	17,000	10,000	27,000	1,352,000.00
1939-40	403	18,621	13,626	32,247	2,077,233.77
1941-42	489	20,856	9,139	29,995	2,374,505.85
1942-43*	447	18,819	55,461	74,280	2,977,152.00

*Enrollment for 1942-43 includes War Food Production Training Program.

THE NATIONAL DEFENSE TRAINING PROGRAM FOR OUT-OF-SCHOOL YOUTHS AND ADULTS

The out-of-school youth and adult defense training program, sponsored by the U. S. Office of Education and administered by the State Board of Education, Division of Vocational Education, provides training for out-of-school persons over 17 years of age. During the years 1940-1942 emphasis was given to training designed to better equip persons between the age of 17 and 25 years of age to enter national defense industrial employment. Thousands of these out-of-school youths were trained in mechanical pre-employment training courses and went into war industries and the Armed Services.

For the past two years emphasis has been placed on the training of adult farmers who are engaged in producing food and feed most critically needed in the war effort. The teacher of agriculture is responsible for the program in the local community in cooperation with the county superintendent, the principal, and the local advisory committee.

For the year 1943-1944 emphasis was placed on courses in:

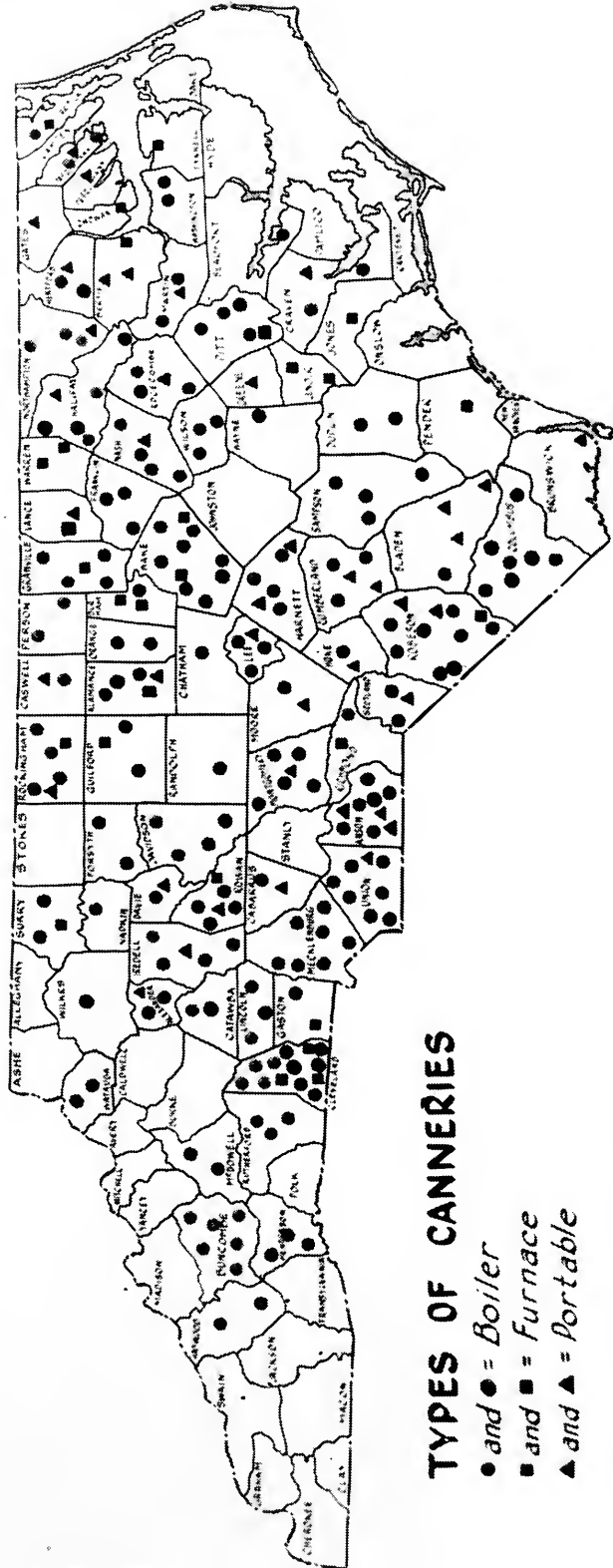
1. Operation, care, maintenance, and repair of farm machinery.
2. Production, conservation, and processing food for family use.
3. Commodity production courses (pork, beef, poultry, soybeans, vegetables, etc.)

The following number of schools having vocational agricultural departments with teachers of agriculture on the job conducted OSYA classes during the years 1943-1944:

1. White schools, 285 out of a total of 329 departments, or 85.4%.
2. Negro schools, 82 out of a total of 89 departments, or 92%.
3. Total, 367 out of a total of 418 departments, or 86.5%.

SCHOOL COMMUNITY CANNERIES IN NORTH CAROLINA

JULY 1944

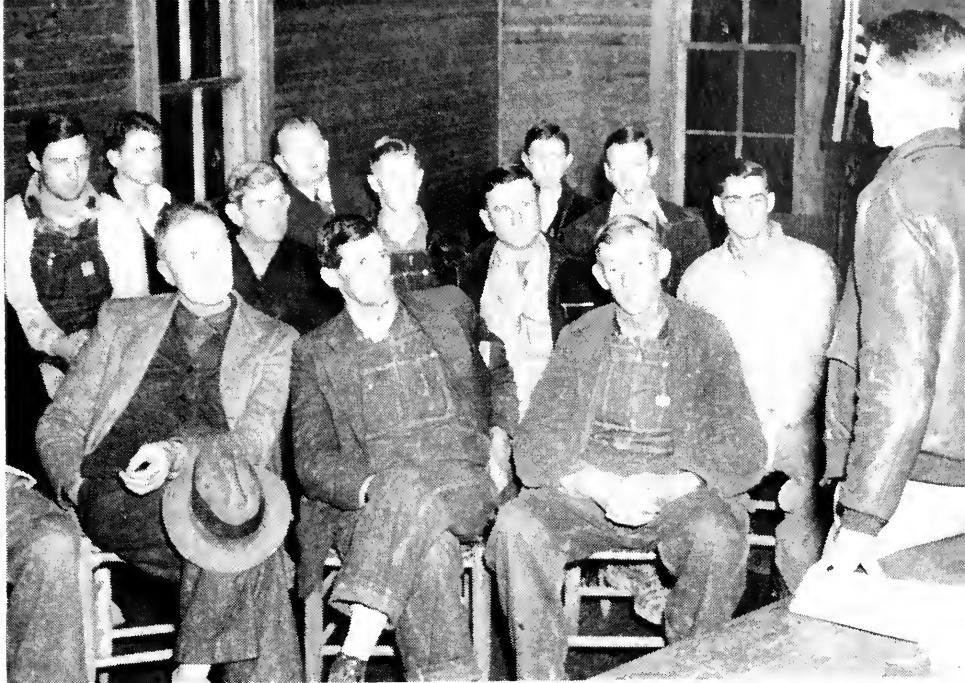


TYPES OF CANNERIES

- and ● = Boiler
- and ■ = Furnace
- ▲ and ▲ = Portable

KINDS OF SCHOOLS

- and ▲ = White Schools
- and ▲ = Negro Schools



Typical Rural War Production Class—this one in milk production

Listed below is the total number of classes in the different courses and enrollment for the years 1943-1944:

	Classes	Enrollment
Mechanical courses, including farm machinery repair -----	2,084	25,008
Commodity courses -----	360	3,809
Production, conservation, and processing of food for family use -----	1,567	29,054
Total -----	4,011	57,862

Some Results. As a result of the courses conducted in the operation, care, maintenance, and repair of farm machinery the following table gives some idea of the amount of farm machinery repaired and skills developed by the enrollees in these classes:

	No. Built	No. Repaired	No. Painted	Labor Value of work done
Farm machines and motors (harvester, mowers, hay rakes, tractors, trucks, etc.) -----	340	6,740	1,085	\$120,780
Farm implements, (wagons trailers, plows, cultivators, harrows, etc.) -----	18,140	38,240	24,075	\$178,460
Construction and remodeling jobs, (livestock feeders, brooder houses, wagon beds, etc.) -----	8,782	4,240	2,062	\$ 98,316
Totals -- -----	27,262	49,220	27,222	\$397,556

As a result of the courses in production, conservation, and processing of food for family use, 250 school community canneries have been established within the past two years. Twenty-nine thousand farm people have been trained in the most modern methods of conserving and processing a variety of nutritious food for family use. Over 5,000,000 cans of food have been processed in these school community canneries.

In connection with school community cannery programs Federal funds in the amount of \$150,000 have been spent for canning equipment. This amount has been supplemented by the local communities and county boards of education by providing special buildings for canneries valued at \$350,000.

HOME ECONOMICS EDUCATION

Home economics education offers a unique opportunity for the development of human warmth through understanding human relationships. It is one of the major ways of teaching students and their families to live more effectively. In their study of homemaking, students and teachers now touch on all phases of family living which includes the discussions of typical family problems.

The management of a home, for example, is not an end in itself. It is always tied up with achieving the kind of life which will help the members

A few members of a class in food conservation preparing fruit for canning their home food supply





The Home Economics Student Club Executive Board relaxes for a few minutes

of the family enjoy their family life. It is taught in conjunction with family relationships.

An encouraging growth in the field of adult education is evidenced by the number of people who have taken the food production and conservation course and made practical application of this learning through the school community cannery. These frequent meetings have promoted a keener interest in solving other problems of homemaking.

The homemaking teacher, through such informal contacts with the family, has helped parents understand their children more by interpreting to them their abilities and interests.

The realization that many girls in the State had need of and desired some medium for personal development led to the organization of a State-wide home economics student club. At a club rally in the spring of 1944 the officers were elected and a constitution adopted. It is interesting to note that this constitution included objectives in personal development, participation in worthwhile activities in a community, preparation for vocations, and a desire to improve family living.

The focusing of community attention to improving family life through education has resulted in four demonstration programs in large cities in the State. Under the sponsorship of the local boards of education, organizations are studying community assets and problems, hoping that the result will be improvement in family life in each locality.

There were about 811 home economics departments in high schools of this State in 1943-44. Of this number 394 departments were reimbursed from State and federal vocational funds. The table shows the growth in vocational home economics over a period of twenty-four years.

GROWTH IN VOCATIONAL HOME ECONOMICS EDUCATION

	Departments	Enrollment	Evening Classes	
			Number	Enrollment
1919-20	1	30	19	323
1924-25	0	0	31	4,522
1929-30	6	227	271	3,501
1931-32	34	1,667	277	5,596
1933-34	41	2,184	285	5,376
1935-36	113	6,737	318	6,707
1937-38	227	15,756	138	3,728
1939-40	280	20,891	161	4,718
1941-42	359	25,808	251	4,812
1942-43	394	29,173	192	4,596
1943-44	407	29,420	139	3,446

TRADE AND INDUSTRIAL EDUCATION

Trade and Industrial Education closed the year 1943-1944 with a slight decrease in enrollment due to the shortage of teachers and also the decreased high school enrollment. Many encouraging letters have been received by trade teachers from boys who left their classes to join the Armed Forces. They all express their appreciation for the help their trade courses gave them.

A joint project of home economics and trade and industrial students making and repairing furniture



Although special pre-induction courses have not been given in the regular T. & I. classes, the instructors have related their training in every possible way to give their students "basic knowledge and technical skills needed for modern combat. By doing this job well the schools will free resources of the Army for specialized technical military training."*

Many of the shops have been able to secure additional equipment from the War Training Program. Since this type of instruction is necessarily dwindling, the shops will be able to offer more efficient training for the students to prepare them for post-war trades and industries.

Training in Diversified Occupations, where students get their shop experience in industry on practical jobs and receive their technical information related to the job in school, is provided in practically all the larger schools in the State. This plan gives the student a chance to use the equipment in industries under real working conditions. The school may offer opportunities in all the trades represented in the community, while industries get the best students selected for their particular use. These are given related training by the school, thus working an advantage for all concerned. An experiment is being tried out to include students in rural schools who are not interested in agricultural courses.

An area school in textiles has been established at Belmont in Gaston County. This plan should be enlarged to cover the entire State for dominant industries requiring skilled tradesmen in order that students wishing to learn a trade or industry may be able to do so even though it is not provided in their own community.

GROWTH OF TRADE AND INDUSTRIAL EDUCATION IN NORTH CAROLINA

Year	Number of Classes	Enrollment
1918-19	5	128
1919-20	73	806
1924-25	259	3,892
1929-30	384	5,887
1931-32	386	5,952
1933-34	405	6,405
1935-36	572	9,649
1937-38	641	11,046
1939-40	714	11,582
1941-42	798	14,366
1942-43	562	9,997
1943-44	532	8,756

VOCATIONAL TRAINING FOR WAR PRODUCTION WORKERS

In July 1940 the leaders of this country became aware of the tremendous problem we faced in order to provide the immense quantities of war materials needed to be sent to our allies and to properly and hurriedly arm our own country. We needed ships, planes, tanks, motor vehicles, munitions and textiles of all descriptions, in addition to the many thous-

*Henry Stimson, Secretary of War.

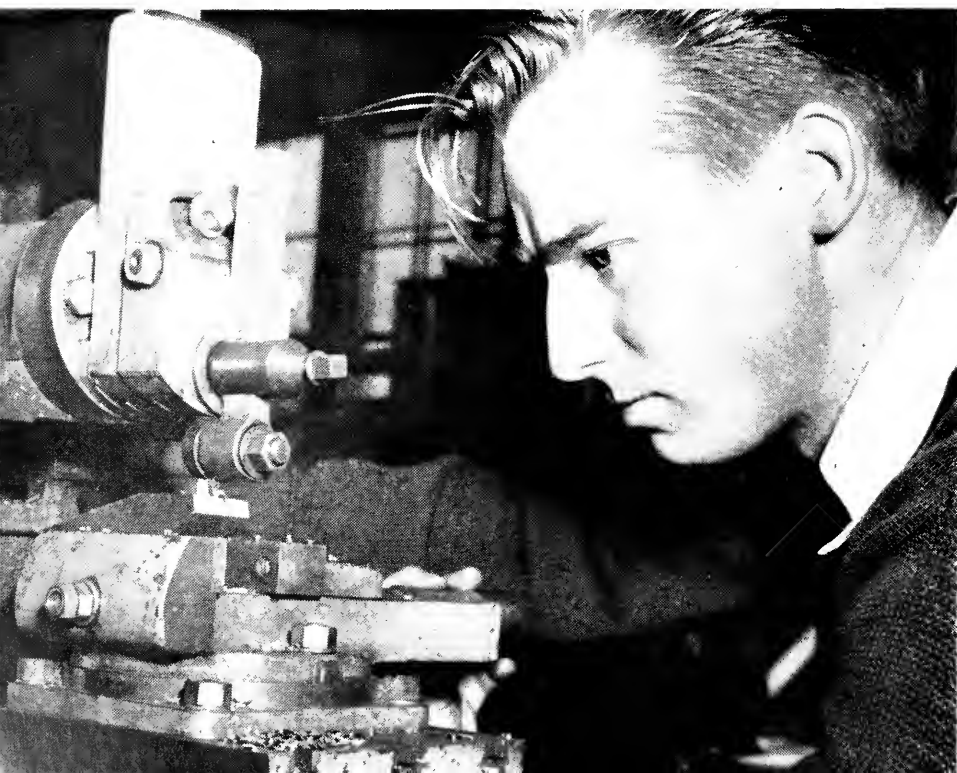
ands of miscellaneous articles necessary to equip a modern army. The expansion necessary by industry to provide the production needed required a tremendous amount of worker training.

For a major part of this training Congress called on the public school system. North Carolina responded to the call immediately by setting in motion courses designed to equip new workers with special skills that would be needed for war industries. This program has been in continuous operation since July 1940 and to this date 44,452 North Carolinians have been trained.

How the Program is Administered. The program, while a definite part of the War Manpower Commission's plan to recruit war workers, is administered by the Division of Vocational Education of the United States Office of Education, through the divisions of vocational education of the state departments of education, and locally through the offices of the superintendents of schools in the various communities of the states. In North Carolina officials of forty different school systems have willingly cooperated in the administration of this program.

All of the costs of operation, including instructors' salaries, supplies, a part of equipment costs, current for power and lights, fuel, rent and janitorial costs are borne by the Federal Government. Thus far in this State \$2,323,498.16 has been spent for instructional cost, and \$394,267.92 for equipment. At the beginning there was a problem of equipment,

Learning to operate a shaper



because the schools were poorly equipped; however, by the expenditure of some local funds and a generous allowance for this purpose by Congress, this equipment has been increased to a standard that is functionally effective.

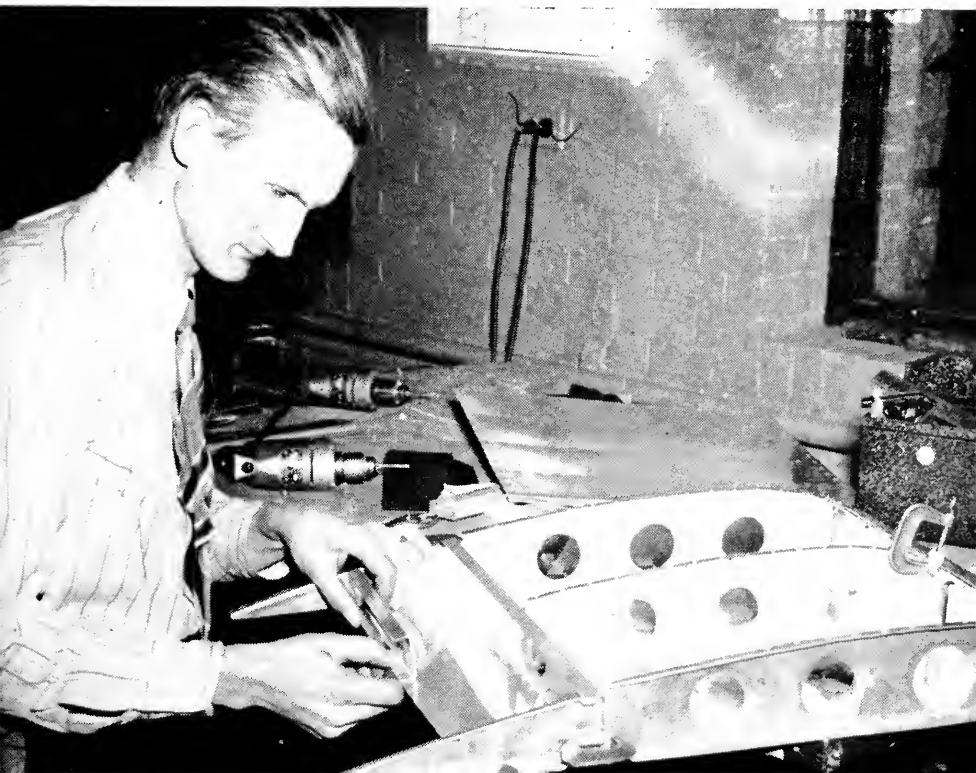
Types of Persons Trained. For the most part, this training was not intended for persons regularly enrolled in the public schools, but for those above normal school age. There was no upper age limit. There were women as well as men and a large percentage of Negroes. All of the instructors were recruited from industry and qualified by having had occupational experience in the trade they taught.

Training has been offered in the following different skilled occupations:

Aircraft Woodworkers	Machine Tool Operators
Aircraft Metal Workers	Pattern Making
Aircraft Welders	Radio & Communications
Armature Winders	Sheet Metal Workers
Auto Mechanics	Ship Builders (Wood)
Blacksmithing	Ship Fitters
Blueprint Reading	Ship Welders
Garment and Textiles	Textiles
Electric Appliance Repair	Gas Refrigeration
Supervisory Training	

Where Trainees Found Employment. Within the State those trained were employed by Wright's Automatic Machinery Company, Durham; Edwards Company, Sanford; Air Bases in Charlotte, Wilmington, Eliza-

Assembling wing section in airplane sheet metal trade



beth City and Goldsboro; N. C. Shipbuilding Company, Wilmington; Elizabeth City Shipyards, Elizabeth City; Fairchild Aircraft Corporation, Burlington; and a large number of small companies which had sub-contracts for parts.

Out-of-State industries that have employed a large number of North Carolina workers are: Norfolk Navy Yard, Philadelphia Navy Yard, Newport News Drydock & Shipbuilding Corporation, Glenn L. Martin Aircraft Corporation in Baltimore, and many other companies from Maine to Florida.

At the present time there is an enrollment of approximately 1200. The major part of this number are persons already employed and are receiving supplementary training designed to increase their present skills.

DISTRIBUTIVE EDUCATION

Distributive Education prepares high school students for entry into full-time employment in distributive occupations and trains regularly employed workers in retail and wholesale organizations toward more efficient service and increased income.

In the high school program the student is enrolled in certain technical and related vocational classes which are given in conjunction with organized practical experience in a distributive business, at a wage comparable with regular employees, for the purpose of recognizing knowledge and skill in a particular occupation, and under an arrangement whereby the students' time is divided between school and work.

Substantial progress has been manifest during the five years in which the Distributive Education program has been in operation in the State. During the biennium 1941-43 there was an unusual upturn in the number of students enrolled in the cooperative program, primarily due to the demands of retail businesses. The later drop in the number of classes offered during 1943-44 is due to the difficulty of retaining coordinators with the lure of higher salaried positions elsewhere. New programs were requested by several school units, but it was impossible to secure qualified persons as coordinators.

COOPERATIVE PART-TIME VOCATIONAL TRAINING FOR YOUNG WORKERS

Year	No. Classes	No. Persons	Earnings
1939-40	1	26	\$-----
1940-41	7	182	-----
1941-42	15	318	56,108.93
1942-43	16	356	79,300.35
1943-44	14	254	68,006.61
1944-45	15	267*	-----

*Approximate figure.

In meeting the needs of regularly employed workers emphasis has been placed on four types of classes developed to meet the problems arising in the national emergency economy in war times. Briefly, the purposes of these programs are:

PROGRAM "A"—To prepare new store workers as replacements for persons who have entered military service or gone into war industries.

PROGRAM "B"—To familiarize experienced salespersons with regulations and adjustments affecting the sale of merchandise and store services in time of war.

PROGRAM "C"—To provide through conferences for owners and managers of distributive businesses, discussion on laws and regulations affecting retail businesses.

PROGRAM "D"—To provide instruction in on-the-job training for store supervisors and department heads.

During 1942-43 there were 7,249 enrolled in all of these classes. In 1943-44 there were 2,695 enrolled.

ENROLLMENT IN WAR-TIME CLASSES, 1942-44

Program	Number Classes		Number Enrolled	
	1942-43	1943-44	1942-43	1943-44
"A"	38	36	1,602	1,105
"B"	45	54	1,055	1,355
"C"	19	1	4,482	100
"D"	12	13	110	135

Since little teaching material is available in this field, study guides have been prepared for student use in the following subjects: store English, lingerie, blouses, sweaters, and shirts, store arithmetic, display, show

Group of store supervisors learning technics of "How to teach an employee"





W. M. was rehabilitated in 1923 by means of an artificial leg and training in watchmaking at a cost of \$414.00. In 1943 he paid Federal and State income tax totaling \$1,786.04. He employs O. B. at \$40.00 per week. O. B., severely crippled by arthritis, was recently rehabilitated at a training cost of \$533.00. These men now support six dependents. Again, Rehabilitation pays off the disabled man of today in currency of tomorrow's opportunity, security, faith and self-respect.

card lettering, shoes, personal improvement, government regulations, dinnerware, glassware, jewelry, textile care and conservation, and the Federal Social Security Act. These guides are set up to provide specific information for the individual student.

In addition, courses of study have been prepared in orientation of the student, store selling, store arithmetic, store speech, methods of teaching, and color, line and design.

VOCATIONAL REHABILITATION

Vocational Rehabilitation is a service to conserve the greatest of all assets—the working usefulness of human beings. It is a service for the disabled, comparable to any activity for the general welfare of the public.

The program is administered on a State-wide basis without discrimination as to sex, age or race. There are five District Offices located at Asheville, Charlotte, Greensboro, Raleigh and Greenville, with three District Supervisors working out of each District Office. Any resident sixteen years of age or older, who by reason of a defect or infirmity, whether congenital or acquired by accident, injury or disease, and who is totally or partially incapacitated for remunerative employment, is eligible for services.

Reason dictates that the eligible client, in order to be feasible of rehabilitation, must have: Physical ability enough to work; mentality and education sufficient to learn and hold a job; adequate emotional stability

and willingness to work; and aptitude to attain a marketable skill or service. Each client is given a general medical examination, and an examination by a recognized specialist if indicated. The key to all rehabilitation work is the recognition of one cardinal point, namely: very few jobs require all human faculties. Therefore it is a problem of fitting the abilities of the individual to the requirements of a job. It is a problem of placing a man according to his abilities—not rejecting him because of his disabilities.

The fundamental services of counseling, guidance, training, and placement are available to every client. The equally basic service of furnishing training supplies, placement equipment, occupational licenses, transportation, maintenance, prosthetic devices, and physical restoration are available on an economic needs evaluation.

CASE STATUS AND EXPENDITURES OF VOCATIONAL REHABILITATION SERVICE

Case Status	1939-40	1940-41	1941-42	1942-43	1943-44
1. Case load at beginning of year	*	2,122	2,082	3,532	3,435
2. New cases during year	*	722	2,667	3,759	2,431
3. Total case load for year	*	2,844	4,749	7,291	5,866
4. Closures during year	** 486	762	1,217	3,856	2,854
a. Cases rejected	*	*	*	2,064	701
b. Cases not accepted	*	350	364	517	554
c. Cases not rehabilitated		10	9	13	15
d. Cases rehabilitated	486	402	844	1,262	1,584
(1) with training	374	338	573	721	566
(2) without training	112	72	271	541	1,018
5. Case load at end of year	2,122	2,082	3,532	3,435	2,915
a. Cases reported	*	*	1,581	1,055	288
b. Cases interviewed	883	759	667	1,016	1,210
c. Cases with plans completed	719	834	778	712	732
d. Cases receiving physical restoration	***	***	***	15	111
e. Cases being fitted with prosthesis	***	***	***	68	60
f. Cases in training	441	442	433	331	335
g. Cases awaiting employment	79	47	73	53	53
h. Cases in employment	***	***	***	105	48
i. Cases with service interrupted	***	***	***	80	78
6. Total Expenditures	\$130,450.65	\$138,518.68	\$175,818.34	\$168,664.10	\$ 204,426.02
a. Local	16,493.08	18,302.80	17,662.04	21,717.32	19,252.22
b. State	51,159.82	51,897.61	71,033.49	63,647.38	54,845.65
c. Federal	62,797.75	68,318.27	87,122.81	83,299.40	130,328.15
7. Average Case Cost	268.42	344.57	208.32	133.65	129.06

*Not reported.

**Cases rehabilitated only.

***These figures shown in 5-c above.

When a person has been given a part or all of the above services to the extent that he has a permanent job with a self-supporting wage, his case is closed as rehabilitated. The program has advanced from a low of 18 cases closed as rehabilitated in 1922, at an average cost of \$647.08 per

person, to a total of 1,584 in 1944 at an average cost of \$129.06 per person. It is evident that it costs less to rehabilitate a person for life than it does to maintain him at public expense for 12 months. Of the 1,584 rehabilitated cases in 1944, 137 were disabled veterans of World War II.

It is felt that the individual case cost will increase during the coming year to approximately \$250 per case, due to the fact that under Public Law 113 medical treatment and hospitalization to eliminate or modify physical impairments are being furnished now before vocational training has been provided. During this biennium the policy of the Division has been to offer short training courses in order to get physically impaired persons on war jobs and thus win the war as quickly as possible. Emphasis in the future will be placed on longer courses of training, such as college and trade training, in order to prepare handicapped persons to earn a satisfactory living for life. The Division will have to readjust displaced war workers, veterans with non-service connected disabilities, as well as all other persons injured in industry or crippled by disease or from congenital causes. At the present time the Division is actively working with 3,528 physically impaired persons. Of this number, 381 are disabled veterans.

OCCUPATIONAL INFORMATION AND GUIDANCE

Great impetus to the guidance movement in North Carolina came about when the Department of Public Instruction in 1939, taking advantage of Federal funds made available for guidance from vocational education funds, set up an Occupational Information and Guidance Service in the Division of Vocational Education. The primary purpose of the service was to strengthen the vocational education program and to assist schools in the development of better guidance programs.

Each year more superintendents and principals indicate an interest in guidance as a major function of their school program, and more schools have designated some person in the faculty to give special direction to this program. Some of the more specific functions and purposes of the guidance service are:

1. To prepare and distribute special bulletins dealing with plans, courses of study, and literature on studies, investigations, and surveys in the field of occupational information and guidance.
2. To aid in initiating a guidance program in schools previously doing little work in this field.
3. To assist in evaluating the program in schools already doing considerable guidance work, and to offer suggestions for expansion.
4. To meet upon invitation with educational or civic groups for the purpose of discussing general problems and phases of guidance.
5. To cooperate with other agencies interested in the broad aspects of various youth problems such as the State and National Vocational Guidance Associations, civic clubs, employer and labor groups, the Occupational Information and Guidance Service in the U. S. Office of Education, and The North Carolina Education Association.
6. To promote the training of teacher-counselors in occupational information and guidance, and to advise with teacher trainers on all matters pertaining to the improvement of the program in the State.

7. To conduct, in cooperation with local authorities, group conferences for the purpose of improving local programs of guidance.
8. To answer by correspondence requests from schools and other interested agencies for sources of occupational and guidance information.

A functional guidance program includes certain definite services which should be available for each pupil in all schools regardless of size. The important areas of a guidance program are: (1) an individual inventory, (2) a study of local, regional and national occupational information, (3) an exploration of additional and further training opportunities, (4) counseling, (5) placement, and (6) follow-up of all school-leavers. A guidance program should also reveal facts which point to needed changes in the curriculum.

The 1943-1944 annual report submitted by each high school principal includes a section pertaining to guidance. A summary of 930 of these reports reveals evidences of guidance programs as indicated by the per cent of schools having or engaging in the following: Individual cumulative record folders, 74.3 per cent; standard achievement tests at regular intervals, 44.3 per cent; file for occupational information, 49.2 per cent; file on further training opportunities, 31.0 per cent; regular course in occupations, 12.2 per cent; individual counseling about educational and vocational plans, 74.3 per cent; assistance in placing all pupils in next steps, 55.4 per cent; and follow-up of all graduates and drop-outs, 41.2 per cent.

In addition 675, or 72.6 per cent, of the 930 high schools reported that someone had definitely been placed in charge of the guidance program. 585 schools, or 63.0 per cent, indicated that one or more staff members were assigned to do individual counseling. For these schools three hours per week had been included in the regular schedule for individual counseling.

One of the most encouraging facts in connection with the guidance program is the increasing number of superintendents who are requesting assistance in county-wide in-service programs for teachers. The Occupational Information and Guidance Service will assist with these programs just as far as possible. The real function of this service is to assist school administrators and teachers to do the best guidance job that is possible.

SCHOOL LIBRARIES

School libraries continue to serve increasingly in the instructional program of the schools. Evaluation of the book collections in several hundred schools have been made at the request of the superintendent and principal, and their new purchases have been based on the needs of the particular school to provide variety in subject matter as well as in levels of reading difficulty. With many schools now securing library books through their cumulated funds on deposit with the Textbook Division, the type of books being selected is providing a library book collection better balanced, more outstanding in quality, and superior in physical make-up.

The table on the "Number of Library Books Owned" is based on the total ownership in all schools of the State as shown on the superintendent's statistical report. The number of volumes per pupil is based on average daily membership. National standards recommend a minimum of five books per pupil.

NUMBER OF LIBRARY BOOKS OWNED

Year	Total Volumes	Volumes Per Pupil A. D. M.
1924-25	590,273	.7
1929-30	1,218,080	1.4
1931-32	1,395,267	1.6
1933-34	1,564,928	1.7
1935-36	1,739,223	2.0
1937-38	1,985,984	2.3
1939-40	2,163,183	2.5
1941-42	2,535,442	3.0
1942-43	2,727,933	3.4
1943-44	2,983,072	3.8

Books to cover every interest of young people should be secured for the serviceable library. This display shows a variety of interesting books









The circulation of library books has increased in North Carolina schools in the past year, although during the preceding year there was a decrease as there was on a national scale. A survey was undertaken to determine causes for the decrease during 1942-43. Reports indicated that participation in war work; listening to radio broadcasts, particularly war reports; and greater home responsibilities affected the borrowing of books for home reading. On the other hand, librarians report a greater use of

CIRCULATION OF SCHOOL LIBRARY BOOKS

Year	White	Negro	Total	Average Per Pupil
1931-32	3,690,575	210,511	3,901,086	6.5
1933-34	4,083,941	184,107	4,268,048	7.2
1935-36	4,094,297	395,748	4,490,045	8.1
1937-38	5,266,816	603,805	5,870,621	9.6
1939-40	7,291,671	965,815	8,257,486	12.24
1941-42	8,195,864	911,615	9,107,479	12.68
1942-43	7,575,489	990,975	8,566,464	11.96
1943-44	8,145,901	1,204,756	9,350,660	13.40

AVERAGE NUMBER OF LIBRARY BOOKS OWNED PER PUPIL
(AVERAGE DAILY MEMBERSHIP)

YEAR	PER PUPIL	AVERAGE LIBRARY BOOKS PER PUPIL
1924-25	.7	
1929-30	1.4	
1934-35	1.8	
1939-40	2.5	
1941-42	3.0	
1942-43	3.4	

materials in the library with emphasis in the high schools on magazines, maps, and war-related materials. Apparently this interest carried over into home circulation during the second year of the biennium since there was an increase in circulation of nearly a million books and an average increase of one and one-half books per pupil. Statistics on circulation are taken from library reports received from schools.

TOTAL EXPENDITURES FOR SCHOOL LIBRARIES

Year	White	Negro	Total Expenditures	Average Per Pupil
1929-30	\$ -----	\$ -----	\$128,441.55	\$.32
1931-32	70,190.50	10,219.82	80,410.32	.16
1933-34	98,333.41	11,934.43	110,267.84	.19
1935-36	123,151.11	17,646.62	140,797.73	.25
1937-38	215,969.22	28,961.16	244,930.38	.40
1939-40	236,551.93	31,977.84	268,529.77	.40
1941-42	277,725.30	42,561.33	320,286.63	.45
1942-43	325,199.70	52,983.12	378,182.82	.53
1943-44	376,809.15	65,186.92	441,996.07	.63

The habit of using books and libraries tends to develop ability to study effectively



Expenditures for libraries are derived from local funds, county or city funds, State school fund for maintenance, and from rental fees handled by the Textbook Division. National standards recommend an annual expenditure of \$1.50 per pupil for keeping the library collection up-to-date and in order. Our State average is a little more than one-third of this recommended amount. Expenditures have increased in past years with the result that more adequate school library collections are available to our young people.

EXPENDITURES FROM STATE SOURCES

Year	State School Fund	Textbook Division
1931-32*	\$ 25,308.69	\$
1933-34	16,505.06	. . . . .
1935-36	24,180.74	. . . . .
1937-38	46,729.46	. . . . .
1939-40	47,503.71	***4,180.12
1941-42	52,499.63	***39,452.55
1942-43	71,906.63	116,519.40
1943-44**	120,028.89	122,023.68

*First year of State Eight Months School Fund.

**First year of State Nine Months School Fund.

***Only elementary schools participated.

A well-kept collection of up-to-date magazines is conducive to interest in current affairs



The realization that service requires personnel has been responsible for the increase in the number of librarians and teacher-librarians in the schools. During the past year, however, personnel to meet the needs and requests has not been available. Many school librarians have accepted work in camp libraries or other positions where salaries are higher. The need for school librarians and recognition of their contribution to the educational program are finding expression from all sections of the State. One teacher from a remote mountain school expressed the feelings of many teachers when she wrote, "I hope that North Carolina soon passes a law or regulation to put trained librarians into all schools, for I believe if we had this service we would reach children that we have failed to reach otherwise." While the total number of personnel with library training responsible for the library has increased from 283 in 1931-32 to 771 in 1942-43, there were 1502 schools which reported having libraries which did not have library trained personnel. Among the 771 schools, many of the librarians had very limited time for library work and only 129 were employed as full-time librarians. The situation in 1943-44 was even more critical than during 1942-43 as the total number of school librarians with training had decreased to 745 with the result that more schools were faced with operating their libraries without trained library personnel. This particular aspect of the library program needs and deserves greatest consideration in planning for a school program that uses maximally the materials provided for pupil growth and development.

PERSONNEL WITH SOME LIBRARY TRAINING

Year	White		Negro		Total	Full-time School Librarians
	Elementary	High	Elementary	High		
1929-30	*	*	*	*	*	11
1931-32	90	147	16	30	283	55
1933-34	98	140	24	25	287	42
1935-36	95	165	21	39	320	55
1937-38	88	142	36	57	323	91
1939-40	136	294	65	92	587	103
1941-42	175	322	82	111	690	111
1942-43	206	343	98	124	771	129
1943-44	204	305	107	129	745	121

* Figures not available.

NUMBER OF HIGH SCHOOL STUDENTS TAKING VARIOUS SUBJECTS, 1943-44

(From High School Principals' Annual Reports)

SUBJECTS (Grades 9-12)	White		Negro		Total	
	No. Schools	No. Students	No. Schools	No. Students	No. Schools	No. Students
TOTALS	748	107,175	231	29,041	979	136,216
Language Arts						
English I	738	37,989	211	10,559	949	48,548
English II	148	7,879	82	3,550	230	11,429
English III	700	28,884	204	7,918	904	36,802
English IV	715	24,598	198	5,818	913	30,416
English V	14	309	--	--	14	309
Dramatics	36	1,090	20	429	56	1,519
Journalism	43	1,085	10	231	53	1,316
Speech	24	743	19	324	43	1,067
Other courses, including Spelling, Writing, Reading, Creative Writing	80	5,712	34	1,649	114	7,361
Mathematics						
General Mathematics	526	22,329	199	9,067	725	31,396
Algebra I	384	20,290	96	3,846	480	20,770
Algebra II and Advanced	224	7,958	65	1,797	289	9,755
Plane Geometry	495	12,010	161	4,529	656	16,539
Solid Geometry	28	519	5	114	33	633
Trigonometry	31	627	2	19	33	646
Other courses including Basic, Re- freshers, Textile, Aviation Mathe- matics	109	2,765	16	546	125	3,311
Social Studies						
Citizenship	605	25,181	160	7,842	765	33,023
World History	129	4,823	66	2,560	195	7,383
United States History	654	28,893	174	7,033	828	35,926
Economics	496	12,179	149	3,752	645	15,931
Sociology	489	11,228	151	4,083	640	15,311
Problems	47	1,150	32	953	79	2,103
Geography	317	7,637	75	1,780	392	9,417
Ancient History	13	848	2	127	15	975
Modern Current History	26	805	6	210	32	1,015
Other Courses, including Govern- ment, Guidance, Occupations and International Relations	21	883	10	296	31	1,177
Negro History	--	--	14	743	14	743
Bible	72	3,952	--	--	72	3,952
Science						
General Science	527	17,675	179	7,740	706	25,415
Biology	242	10,198	90	3,430	322	13,628
Chemistry	293	7,631	121	3,691	414	11,322
Physics	390	7,873	96	2,216	486	10,089

NUMBER OF HIGH SCHOOL STUDENTS TAKING VARIOUS SUBJECTS, 1943-44—CONTINUED¹

(From High School Principals' Annual Reports)

SUBJECTS (Grades 9-12)	White		Negro		Total	
	No. Schools	No. Students	No. Schools	No. Students	No. Schools	No. Students
Other Courses, including Fundamentals of Machines, Radio, Senior Science, Aeronautics, Electricity.....	88	1,684	6	127	94	1,811
Health including courses in First Aid, Home Nursing, Safety, Driver Education, etc.....	485	30,376	157	6,768	642	37,144
Physical Education	380	38,568	168	9,919	548	48,487
Art	27	1,141	10	233	37	1,374
Music						
Band, Orchestra.....	57	3,272	5	183	62	3,455
Glee Club, Chorus, Choir.....	61	3,835	47	3,000	108	6,835
Vocal and Instrumental.....	46	2,211	3	87	49	2,298
Vocational						
Agriculture I.....	335	4,773	74	1,471	409	6,244
Agriculture II.....	114	1,374	63	947	177	2,321
Agriculture III and IV.....	347	4,764	72	918	419	5,682
Home Economics I.....	592	15,220	152	5,154	744	20,374
Home Economics II.....	207	4,045	124	3,463	331	7,508
Home Economics III and IV.....	404	7,070	--	--	404	7,070
Industrial Arts, including Printing, Mechanical Drawing.....	68	3,175	33	1,068	101	4,243
Vocational Shop, including Building Trades, Sheet Metal.....	48	1,043	34	963	82	2,006
Diversified & Distributive Education.....	37	774	13	306	50	1,080
Business Education						
General Business.....	135	4,094	22	553	157	4,647
Typing I.....	360	15,651	24	384	384	16,035
Typing II.....	285	6,946	12	174	297	7,120
Business Arithmetic.....	126	3,228	21	542	147	3,770
Elementary Bookkeeping.....	211	4,862	7	120	218	4,982
Advanced Bookkeeping.....	36	420	--	--	36	420
Shorthand I.....	225	4,951	10	256	235	5,207
Shorthand II.....	90	1,333	--	--	90	1,333
Business English and Business Correspondence.....	40	1,068	1	6	41	1,074
Salesmanship.....	17	483	--	--	17	483
Business Law.....	31	791	1	71	32	862
Other Courses, including Banking, Consumer Economics, Personal Finances, Office Practice, Secretarial Practice.....	13	246	2	85	15	331

NUMBER OF HIGH SCHOOL STUDENTS TAKING VARIOUS SUBJECTS, 1943-44 CONTINUED

(From High School Principal's Annual Reports)

SUBJECTS (Grades 9-12)	White		Negro		Total	
	No. Schools	No. Students	No. Schools	No. Students	No. Schools	No. Students
Foreign Languages						
French I	501	9,523	150	4,910	651	14,433
French II	491	6,373	133	3,823	624	10,196
French III	2	35			2	35
Latin I	143	4,593	20	796	163	5,390
Latin II	87	2,113	14	289	101	2,402
Latin III	6	100			6	100
Latin IV	5	96			5	96
Spanish I	90	2,864	3	62	93	2,926
Spanish II	74	1,461			74	1,461
Spanish III	3	37			3	37
Military R. O. T. C. and Military Drill	2	326			2	326

HOW THE SCHOOLS OPERATE

ADMINISTRATION

STATE AGENCIES

State Board of Education. Under an amendment to the Constitution voted in 1942 and subsequent legislation enacted by the General Assembly of 1943 the State Board of Education whose membership formerly consisted of ex-officio constitutional officers and the four State agencies provided for by law, the State Board for Vocational Education, the State School Commission, the State Board of Commercial Education and the State Textbook Commission, were consolidated into one new State Board of Education as of April 1, 1943. This new Board has a membership of 15 persons consisting of the following: the Lieutenant Governor, the State Treasurer, the Superintendent of Public Instruction, and one member appointed by the Governor from each of the 12 Congressional Districts.

In this Board is vested "the general supervision and administration of the free public school system, and of the educational funds provided for the support thereof." Furthermore, "The State Board of Education shall succeed to all the powers and trusts of the President and Directors of the Literary Fund of North Carolina and the State Board of Education as heretofore constituted. The State Board of Education shall have power to divide the State into a convenient number of school districts; to regulate the grade, salary and qualifications of teachers; to provide for the selection and adoption of the textbooks to be used in the public schools; to apportion and equalize the public school funds over the State; and generally to supervise and administer the free public school system of the State and make all needful rules and regulations in relation thereto. All the powers enumerated in this section shall be exercised in conformity with the Constitution and subject to such laws as may be enacted from time to time by the General Assembly."

First appointments under the law were two years for members from odd numbered Congressional Districts and four years for members from even numbered Districts. Thereafter, all appointments shall be for four year terms.

State Superintendent of Public Instruction. The Constitution provides for a Superintendent of Public Instruction, who shall be elected for a term of four years and whose duties shall be prescribed by law. The recent amendment to the Constitution states that "The State Superintendent of Public Instruction shall have general supervision of the public schools and shall be secretary of the Board."

Among the duties of the State Superintendent enumerated by law are the following:

"1. To look after the school interests of the State, and to report biennially to the governor at least five days previous to each regular session of the General Assembly.

"2. To direct the operations of the public schools and enforce the laws and regulations thereto.

"3. To receive evidence as to unfitness or negligence of any superintendent and when necessary to report it to the local school authorities for action.

"4. To send each school officer a circular letter enumerating his duties as described in the law.

"5. To correspond with leading educators in other states, to investigate systems of public schools established in other states, and, as far as practicable, to render the result of educational effort and experiences available for the information and aid of the legislature and the State Board of Education.

"6. To acquaint himself with the peculiar educational wants of the several sections of the State, and to take all proper means to supply such wants, by counseling with local school authorities, by lectures before teachers' institutes, and by addresses before public assemblies relating to public schools and public school work.

"7. To go to any county when necessary for the due execution of the law creating a permanent loan fund for the erection of public schoolhouses.

"8. To sign all requisitions on the auditor for the payment of money out of the State treasury for school purposes.

"9. To have the school laws published in pamphlet form and distributed on or before the first day of May of each year; to have printed and distributed such educational bulletins as he shall deem necessary for the professional improvement of teachers and for the cultivation of public sentiment for public education; and to have printed all forms necessary and proper for the purposes of this chapter."

The Comptroller. The 1942 amendment to the Constitution providing for the new State Board of Education also provides that "There shall be a comptroller appointed by the Board, subject to the approval of the Governor as director of the Budget, who shall serve at the will of the Board, and who, under the direction of the Board, shall have supervision and management of the fiscal affairs of the Board."

Administrative Divisions. By direct authority of the law and by general authority of the State Board of Education and the State Superintendent in the supervision and administration of the law a number of divisions have been created on the State level to assist in the administration of the public school system. These divisions are as follows:

Division of Finance. It is through this division that all the financial affairs relating to the public schools are administered.

Division of Instructional Service. Through this division the inspection and rating of schools and the improvement of the instructional program of the schools are provided.

Division of Negro Education. As the name implies this division gives special attention to problems of Negro education and race relations.

Division of Plant Operation. This division has to do with the object of "Operation of Plant" in the State budget, and as such looks after the fuel and janitorial needs of the schools.

Division of Professional Service. Through this division the rules and regulations governing the certification of teachers are administered, and relations between institutions of higher training are maintained.

Division of Publications and Supplies. This is a service division having charge of editing, printing and distributing the various publications and other printed material used by the State offices and the local units. This division also serves as the purchasing agency for the State offices.

Division of Schoolhouse Planning. This division is concerned with the plans of new buildings and the location and erection of such buildings.

School-Health Coordinating Service. This division is jointly operated by State health and school authorities, with financial assistance from the Rockefeller Foundation. It is interested in better programs of health in the public schools.

Division of Textbooks. This office has charge of the purchasing and distribution of the free basal elementary textbooks and the administration of the rental system of supplementary reading and high school books.

Division of Transportation. It is through this division that the school bus transportation system of the State is administered.

Division of Vocational Education. The whole program of vocational education, agriculture, home economics, trade and industrial, distributive occupations, the civilian rehabilitation program, and occupational information and guidance service, are administered through this division.

LOCAL AGENCIES

On the local level the public schools of North Carolina are administered through 100 county units and 70 city units. In area the county unit corresponds to the political governmental unit except in the 51 counties in which the 70 city units have been established.

The county board of education is the governing authority for the county school units. These boards, usually consisting of from three to five members, are nominated biennially in the party primaries, or conventions, and appointed by an act of the General Assembly for terms of two, four, and six years, the length varying in the several counties. "It is the duty of the county board of education to provide an adequate school system for the benefit of all children of the county, as directed by law."

The county superintendent of public instruction, who is elected by the county board of education and approved by the State Board of Education and State Superintendent of Public Instruction is the administrative officer for the county school unit. He is appointed for a two-year term.

In city units the board of trustees is the governing authority. The executive officer for this board is the city superintendent, who also serves for a two-year term under appointment by the board and subject to the approval of the State Superintendent and the State Board.

The board of county commissioners, which is provided for by the Constitution, approves that part of the school budget not included as a part of the State budget and levies the taxes or otherwise provides the funds therefor. The commissioners are elected for a term of two years.

Within city units the city commissioners, or other tax levying authorities, levy the taxes voted in the city unit for school purposes, and for any other purposes including debt service for which a vote of the people is not required.

Within county units there is a local committee appointed by the county board of education for each school district. It is the duty of this commit-

tee to select the teachers and principals subject to the approval of the county superintendent and the county board of education and to have general custody and care of the school property in the district.

SCHOOL FUNDS

At the present time, by an act of the General Assembly of 1943, the cost of operating the public elementary and secondary schools for a nine months school term is assumed by the State. This total cost is ascertained by the application of certain standards, including salary schedules, school attendance, school size, and other budgetary information and in accordance with definite expenditure classifications which are given below. The funds thus appropriated from the General Fund of the State Treasury are for current expense purposes only. The local units are responsible for capital outlay and debt service obligations. The local units also provide any necessary funds for current expense items which are not included in the State budget, including funds voted to supplement State funds.

State funds are administered by the State Board of Education. The local budgets must be approved by the State Board, but are administered by the local authorities. The discussion and tables which follow indicate the scope of the North Carolina school program in terms of expenditures.

1. State Appropriations.

The Standard Term. The appropriations for operating the schools since 1940 are as follows:

Eight months school term, 1940-41*	\$27,000,000
Eight months school term, 1941-42	28,158,324
Eight months school term, 1942-43	30,542,237
Nine months school term, 1943-44	37,712,874

In other words, as these figures show, there has been an increase of more than ten million dollars in the State appropriation for operating the regular school program within two bienniums. The appropriation for 1943-44, it will be noted, is for a nine months term. This amount includes the appropriation of \$650,000 for new busses, most of which was not expended during that fiscal year since busses could not be obtained.

Vocational Education. The State appropriations for vocational education is separate from the standard term appropriation. In the past two bienniums these appropriations were as follows:

1940-41	\$350,000
1941-42	600,000
1942-43	710,000
1943-44	919,055

These appropriations included the costs of State administration.

Textbooks. The State appropriation for the purchase of free textbooks was \$200,000 annually for the four years. This annual appropriation is made to supplement the funds available for this purpose from other sources. (See the section on textbooks, page 55 for a full treatment of this subject.)

*Administrative costs of State School Commission included this year.

2. Expenditures.

The State Board of Education (and prior to 1943-1944 the State School Commission) divided the appropriation for the operation of the public schools for the standard term into five objects of expenditure: General Control, Instructional Service, Operation of Plant, Fixed Charges, and Auxiliary Agencies.

General Control. This object includes the salaries of superintendents, travel of superintendents, salaries of clerical assistants, office expense, and the per diem for the county board of education. From State funds the total expenditures for this object for recent years have been as follows:

1940-41-----	\$ 693,612.34
1941-42-----	719,757.50
1942-43-----	787,259.18
1943-44-----	1,017,774.77

Instructional Service. The largest proportion, 84.7%, of the State appropriation is expended for the object of instructional service, which includes the salaries paid all teachers and principals and instructional supplies. These funds are allotted to the counties on the basis of the number of teachers permitted under the rules of the State Board and in accordance with the State Standard Salary Schedule.

For recent years the total instructional service expenditures were as follows:

1940-41-----	\$22,347,750.44
1941-42-----	23,417,864.64
1942-43-----	25,785,474.97
1943-44-----	31,428,462.25

Operation of Plant. The expenditures for this object include janitor's wages, fuel costs and amounts for water, light and power, janitorial supplies, and telephone service. The total annual expense from State funds for this object in recent years has been as follows:

1940-41-----	\$1,308,334.73
1941-42-----	1,450,997.87
1942-43-----	1,582,306.48
1943-44-----	1,890,016.67

Fixed Charges. This object is not included as one of the objects of expenditure for which the State Board determines the costs of the operation of the public schools in section 115-356 of the General Statutes of North Carolina. In a subsequent section, however, it is provided that the provisions of the Workman's Compensation Act shall be applicable to all school employees, and that the Board shall make such arrangements as are necessary to carry out the provisions of that Act as it applies to employees paid from State school funds.

The law also provides for compensation in the case of injuries or death of children when riding on school busses, and authorizes the State Board to set up in the operating budget for the public schools a sum of money sufficient to pay such claims.

In both of these instances the State Board acts as a self-insurer. The amounts paid out for recent years for these purposes have been as follows:

	Compensation School Employees	For Injured Children	Total
1940-41	\$8,890.92	\$5,124.49	\$14,015.41
1941-42	6,997.12	3,685.55	10,682.67
1942-43	6,225.37	5,990.10	12,215.47
1943-44	8,497.58	4,138.45	12,636.03

These figures represent the total paid from State funds for Fixed Charges. Naturally, they vary from year to year depending upon the need.

Auxiliary Agencies. Except for libraries all the State money expended for this object is for school transportation. In amount this object ranks next to that of instructional service, 7.09 per cent of the total budget from State funds in 1943-44 having been spent for that purpose. The balance is spent for library upkeep and replacements. For these two items the expenditures for recent years have been as follows:

Year	Transportation	Libraries	Total
1940-41	\$2,490,494.46	\$ 48,017.53	\$2,538,511.99
1941-42	2,190,823.12	52,499.63	2,243,322.75
1942-43	2,203,196.44	71,906.63	2,275,103.07
1943-44	2,449,831.98	120,026.99	2,619,858.97

3. Audit Summaries.

The following tables show audit summaries of the State appropriations for the support of the standard school term for 1942-43 and 1943-44. The first two are statements as to the disposition of available State funds for the current operation of the public schools, whereas the third shows the expenditures by objects and items from both State and local funds.

STATE EIGHT MONTHS SCHOOL FUND, 1942-1943
STATEMENT OF DISPOSITION OF AVAILABLE FUNDS

I. AVAILABLE FUNDS

A. APPROPRIATIONS:

Regular—

By PL 1941, Ch. 107, IX-1	\$29,454,233.00	
Transfer by SL 1943, Ch. 532, IX-1	990,971.00	\$28,463,262.00

War Bonus—

By SL 1943, Ch. 532, IX-1	\$ 1,088,004.00	
By Transfer (above)	990,971.00	2,078,975.00
		\$30,542,237.00

B. RECEIPTS:

Unused Unit Cash Balances

Refunded as of June 30, 1942	\$ 26,083.01	
Bus Equipment Salvage	201.03	
Insurance Recoveries	4,260.61	
Refund of Prior Years Expenses	132.00	30,676.65

TOTAL AVAILABLE FUNDS	\$30,572,913.65
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C. UNALLOTTED EQUIPMENT:

At June 30, 1942	171,777.55
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TOTAL AVAILABLE FUNDS	\$30,744,691.20
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II. DISPOSITION OF FUNDS

A. SUPPORT OF SCHOOLS:

Certifications to School Units	\$30,476,910.45
Cash Balances of Units June 30, 1943	34,551.28
Net Expenditures by Units	\$30,442,359.17
Surety Bond Premium	850.00
Workman's Compensation Tax	750.00
TOTAL SUPPORT OF PUBLIC SCHOOLS	\$30,443,959.17

B. SCHOOL BUS ACCOUNT:

Bus License Plates	\$ 117.00	
Insurance on Buses	10,767.27	\$ 10,884.27
Unallotted Equipment 6-30-42	171,777.55	
Total	\$ 182,661.82	

Loss:

Repayments from Units:

State Funds—

Buses	\$ 147,687.76	
Insurance	10,767.27	
Total—State	\$ 158,455.03	

Local Funds—

Buses	2,162.10	
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Total	160,617.13
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Unallotted Equipment 6-30-43	22,044.69
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C. STUDY OF TWELVE YEAR PROGRAM:

	\$ 14,381.36
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TOTAL EXPENDED AND UNALLOTTED EQUIPMENT:	\$30,480,385.22
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APPROPRIATION BALANCE JUNE 30, 1943:

1. Unit Cash Balance 6-30-43	\$ 34,551.28	
2. Uncertified Appropriation 6-30-43	229,754.70	264,305.98

GRAND TOTAL	\$30,744,691.20
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STATE NINE MONTHS SCHOOL FUND, 1943-1944
STATEMENT OF DISPOSITION OF AVAILABLE FUNDS

I. AVAILABLE FUNDS

A. APPROPRIATIONS:

By SL 1943, Ch. 530, IX-1.....	\$33,608,029.00	
By SL 1943, Ch. 256, Sec. 3 ¹ / ₂	<u>3,454,845.00</u>	\$37,062,874.00
By SL 1943, Ch. 530, IX-6.....		<u>650,000.00</u>
		\$37,712,874.00

B. RECEIPTS:

Unused Unit Cash Balances		
Refunded as of June 30, 1943.....		34,551.28
Bus Equipment Salvage.....		33.02
Insurance Recoveries.....		<u>4,738.09</u>
		39,322.39
TOTAL AVAILABLE FUNDS.....		<u>\$37,752,196.39</u>

C. UNALLOTTED JUNE 30, 1943:

Bus Equipment.....	\$	21,927.47	
Insurance.....		<u>117.22</u>	22,044.69

TOTAL AVAILABLE FUNDS AND UNALLOTTED EQUIPMENT \$37,774,241.08

II. DISPOSITION OF FUNDS

A. SUPPORT OF PUBLIC SCHOOLS:

Certification to School Units.....	\$37,006,723.11	
Cash Balances of Units June 30, 1944.....	<u>37,974.42</u>	
Net Expenditures by Units.....		\$36,968,748.69
Surety Bond Premium.....		<u>850.00</u>
TOTAL SUPPORT OF PUBLIC SCHOOLS.....		\$36,969,598.69

B. SCHOOL BUS ACCOUNT:

Purchase of Buses.....	\$	48,736.33	
Insurance on Buses.....	\$	8,162.91	
Bus Body Repair Shop.....		<u>7,210.58</u>	15,373.49
Unallotted Equipment 6-30-43.....			<u>22,044.69</u>
Total.....	\$	86,154.51	

Less:

Repayments from Units:

Buses and Pick-up.....	\$	12,836.47	
Insurance: 42-43.....		<u>117.22</u>	
43-44.....		8,162.91	
Bus Body Repair Shop.....		<u>7,210.58</u>	
TOTAL.....	\$	28,327.18	

Unallotted Equipment 6-30-44:

From 1941 Approp.....	\$	9,091.00	
From 1943 Approp.....		<u>48,736.33</u>	\$ 57,827.33

TOTAL EXPENDED AND UNALLOTTED EQUIPMENT..... \$37,027,426.02

APPROPRIATION BALANCE JUNE 30, 1944:

1. Unit Cash Balances.....	\$	37,974.42	
2. Uncertified Approp.....		<u>107,576.97</u>	
Total—Nine Months Fund.....	\$	145,551.39	
3. Bus Account Balance.....		<u>601,263.67</u>	
Total.....	\$	746,815.06	

GRAND TOTAL..... \$37,774,241.08

SUMMARY OF EXPENDITURES STATE EIGHT MONTHS SCHOOL FUND
1942-1943

Classification by Objects and Items	White	Negro	Total
A. STATE AID PAID OUT BY UNITS:			
61. GENERAL CONTROL:			
611. Salary: Superintendents	\$ 510,499.03	\$	\$ 510,499.03
612. Travel: Superintendents	41,324.08	.....	41,321.08
613. Salary: Clerical Assistants	175,892.74	.....	175,892.74
614. Office Expense	49,624.83	.....	49,624.83
615. County Boards of Education	9,918.50	.....	9,918.50
Total General Control	\$ 787,259.18	\$	\$ 787,259.18
62. INSTRUCTIONAL SERVICE:			
621. Salaries: Elementary Teachers	\$12,363,564.38	\$ 5,285,483.74	\$17,649,048.12
622. Salaries: High School Teachers	4,669,589.45	1,105,851.37	5,775,440.82
623. Salaries:			
1. Elementary Principals	515,190.00	124,476.00	639,666.00
2. High School Principals	1,316,636.00	283,153.33	1,599,789.33
Sub-Total Salaries	\$18,864,979.83	\$ 6,798,904.44	\$25,663,944.27
624. Instructional Supplies	98,762.78	22,767.92	121,530.70
Total Instructional Service	\$18,963,742.61	\$ 6,821,732.36	\$25,785,474.97
63. OPERATION OF PLANT:			
631. Wages: Janitors	\$ 592,467.49	\$ 82,608.22	\$ 675,075.71
632. Fuel	566,535.47	116,785.91	683,321.38
633. Water, Light, Power	126,210.99	18,485.05	144,696.04
634. Janitors' Supplies	51,486.74	12,824.66	64,311.40
635. Telephones	13,691.35	1,210.60	14,901.95
Total Operation of Plant	\$ 1,350,392.04	\$ 231,914.44	\$ 1,582,306.4
65. FIXED CHARGES:			
653. Compensation: School Employees	\$ 5,576.37	\$ 649.00	\$ 6,225.37
654. Reimbursement: Injuries Pupils	3,866.65	2,123.25	5,990.10
Total Fixed Charges	\$ 9,443.22	\$ 2,772.25	\$ 12,215.47
66. AUXILIARY AGENCIES:			
661. Transportation:			
1-5. Operation	\$ 1,785,969.02	\$ 250,134.11	\$ 2,036,103.13
6. Major Replacements	139,092.01	4,206.30	143,298.31
7. Principals' Bus Travel	20,517.50	3,277.50	23,795.00
Total Transportation	\$ 1,945,578.53	\$ 257,617.91	\$ 2,203,196.44
662. School Libraries	59,790.71	12,115.92	71,906.63
Total Auxiliary Agencies	\$ 2,005,369.24	\$ 269,733.83	\$ 2,275,103.07
Total Paid Out by Administrative Units	\$23,116,206.29	\$ 7,326,152.88	\$30,442,359.17
B. STATE AID PAID DIRECT:			
Surety Bond Premium			\$ 850.00
Workmen's Compensation Tax			750.00
Grand Total—State Aid			\$30,443,959.17
C. STUDY OF TWELVE YEAR PROGRAM			
			14,381.36
TOTAL EXPENSE			\$30,458,340.53

NOTE: In addition, the State deposited in the Administrative unit accounts \$34,551.28 which was unused and was refunded to State in 1943-44. Unallotted transportation equipment expenditures at June 30, 1943, \$22,044.69.

SUMMARY OF EXPENDITURES STATE NINE MONTHS SCHOOL FUND
1943-1944

Classification by Objects and Items	White	Negro	Total
A. STATE AID PAID BY UNITS:			
61. GENERAL CONTROL:			
611. Salary: Superintendents	\$ 625,098.53	\$	\$ 625,098.53
612. Travel: Superintendents	45,493.68	. . . . .	45,493.69
613. Salary: Clerical Assistants	270,876.00	. . . . .	270,876.00
614. Office Expense	66,432.06	. . . . .	66,432.06
615. County Boards of Education	9,874.50	. . . . .	9,874.50
Total General Control	\$ 1,017,774.77	\$	\$ 1,017,774.77
62. INSTRUCTIONAL SERVICE:			
621. Salaries: Elementary Teachers	\$16,287,947.19	\$ 7,135,224.52	\$23,423,171.71
622. Salaries: High School Teachers	4,016,178.92	981,933.24	4,998,112.16
623. Salaries:			
1. Elementary Principals	655,762.19	176,329.46	832,091.65
2. High School Principals	1,612,382.81	369,702.21	1,982,085.02
Sub-Total Salaries	\$22,572,271.11	\$ 8,663,189.43	\$31,235,460.54
624. Instructional Supplies	153,141.16	39,860.55	193,001.71
Total Instructional Service	\$22,725,412.27	\$ 8,703,049.98	\$31,428,462.25
63. OPERATION OF PLANT:			
631. Wages: Janitors	\$ 760,021.00	\$ 111,094.00	\$ 871,115.00
632. Fuel	579,083.59	136,206.60	715,290.19
633. Water, Light, Power	153,926.22	23,148.24	177,074.46
634. Janitors' Supplies	87,491.97	22,021.50	109,513.47
635. Telephones	15,693.63	1,329.92	17,023.55
Total Operation of Plant	\$ 1,596,216.41	\$ 293,800.26	\$ 1,890,016.67
65. FIXED CHARGES:			
653. Compensation: School Employees	\$ 7,679.62	\$ 817.96	\$ 8,497.58
654. Reimbursement: Injuries Pupils	2,993.95	1,144.50	4,138.45
Total Fixed Charges	\$ 10,673.57	\$ 1,962.46	\$ 12,636.03
66. AUXILIARY AGENCIES:			
661. Transportation:			
1-5. Operation	\$ 2,154,673.13	\$ 205,719.80	\$ 2,460,392.93
6. Major Replacements	15,632.10	. . . . .	15,632.10
7. Principals' Bus Travel	20,444.67	3,362.28	23,806.95
Total Transportation	\$ 2,190,749.90	\$ 209,082.08	\$ 2,499,831.98
662. School Libraries	99,055.44	20,971.55	120,026.99
Total Auxiliary Agencies	\$ 2,289,805.34	\$ 330,053.63	\$ 2,619,858.97
Total Paid Out by Administrative Units	\$27,639,882.36	\$ 9,328,866.33	\$36,968,748.69
B. STATE AID PAID DIRECT:			
Surety Bond Premium			\$ 850.00
TOTAL EXPENSE			\$36,969,598.69

NOTE: In addition, the State deposited in the Administrative unit accounts \$37,974.42 which was unused and was refunded to State in 1944-45. Unallotted transportation equipment expenditures at June 30, 1944, \$57,827.33.

STATE NINE MONTHS SCHOOL FUND
COMPARISON OF INSTRUCTIONAL SALARIES
1942-43 WITH 1943-44

CLASSIFICATION	Number of Positions		Annual Expenditures				Average Annual Salaries			
			Amounts		Increases		Amounts		Increases	
	1942-43 (8 Mos.)	1943-44 (9 Mos.)	Increase	1942-43 (8 Mos.)	1943-44 (9 Mos.)	%	1942-43	1943-44	Amount	%
I. WHITE										
1. TEACHERS AND BLOC. PRINCIPALS:										
Elementary	11,891	12,941	1,050	\$ 12,363,564.38	\$ 16,287,947.19	31.74	\$1,039.74	\$1,258.63	\$ 218.89	21.05
High School	4,588	3,192	-1,396	4,669,589.45	4,016,178.92	-13.99	1,017.78	1,258.20	240.42	23.62
Total—Teachers	16,479	16,133	-346	\$ 17,033,153.83	\$ 20,304,126.11	19.20	\$1,033.62	\$1,258.55	\$ 224.93	21.76
2. CLASSIFIED PRINCIPALS:										
Elementary	324	332	8	\$ 515,190.00	\$ 655,762.19	27.28	\$1,590.09	\$1,975.18	\$ 385.09	24.22
High School	721	708	-12	1,316,636.00	1,612,382.81	22.46	1,826.12	2,274.16	449.04	24.58
Total—Principals	1,045	1,041	-4	\$ 1,831,826.00	\$ 2,268,145.00	23.18	\$1,752.94	\$2,178.81	\$ 425.87	24.29
TOTAL—WHITE	17,524	17,174	-350	\$ 18,864,979.83	\$ 22,572,271.11	19.65	\$1,076.52	\$1,314.33	\$ 237.81	22.09
II. COLORED										
1. TEACHERS AND BLOC. PRINCIPALS:										
Elementary	5,756	6,040	284	\$ 5,285,483.74	\$ 7,135,224.52	35.00	\$ 918.25	\$1,181.33	\$ 263.08	28.65
High School	1,209	834	-375	1,105,851.37	981,933.24	-11.20	914.68	1,177.38	262.70	28.72
Total—Teachers	6,965	6,874	-91	\$ 6,391,335.11	\$ 8,117,157.76	27.00	\$ 917.63	\$1,180.85	\$ 263.22	28.68
2. CLASSIFIED PRINCIPALS:										
Elementary	87	91	4	\$ 124,476.00	\$ 176,329.46	41.66	\$1,430.75	\$1,937.69	\$ 506.94	35.43
High School	194	188	-6	293,153.33	369,702.21	30.57	1,459.55	1,966.50	506.95	34.73
Total—Principals	281	279	-2	\$ 407,629.33	\$ 546,031.67	33.95	\$1,450.63	\$1,957.10	\$ 506.47	34.91
TOTAL—COLORED	7,246	7,153	-93	\$ 6,798,964.44	\$ 8,663,189.43	27.42	\$ 938.30	\$1,211.13	\$ 272.83	29.07
III. GRAND TOTAL	24,770	24,327	-443	\$ 25,663,944.27	\$ 31,235,460.54	21.71	\$1,036.08	\$1,283.98	\$ 247.90	23.92

Bonus Included in Above:

1942-43 Bonus for 4 Months \$1,952,247.09.

1943-44 Bonus for 9 Months 4,149,791.66.

TOTAL EXPENDITURES BY OBJECTS AND ITEMS, 1942-1943

Objects and Items		State Funds	Local Funds**	Total
61. GENERAL CONTROL:				
611. Salaries of Superintendent		\$ 510,499.03	\$ 46,845.47	\$ 557,344.50
612. Travel of Superintendent		41,324.08	25,458.66	66,782.74
613. Clerical Assistants		175,892.74	118,317.63	294,210.37
614. Office Expense		49,624.83	23,690.76	73,315.59
615. County Board of Education		9,918.50	24,588.06	34,506.56
616. County Treasurer			9,517.23	9,517.23
617. Attendance: 1. Salary			18,951.81	18,951.81
2. Travel			2,992.50	2,992.50
618. Other: 1. Audit			24,168.41	24,168.41
2. Attorney's Fees			6,251.71	6,251.71
3. Elections			1,604.14	1,604.14
4. Miscellaneous			1,603.93	1,603.93
61. Total General Control		\$ 787,259.18	\$ 303,990.31	\$ 1,091,249.49
62. INSTRUCTIONAL SERVICE:				
621. Salaries: Elem. Teachers	W.	\$ 12,363,564.38	\$ 789,169.19	\$ 13,152,733.57
	C.	5,285,483.74	267,588.30	5,553,072.04
622. Salaries: H. S. Teachers	W.	4,669,589.45	541,358.35	5,210,947.80
	C.	1,105,851.37	90,707.54	1,196,558.91
623. Salaries: Classified Principals:				
1. Elementary	W.	515,190.00	66,872.81	582,062.81
	C.	124,476.00	14,385.23	138,861.23
2. High School	W.	1,316,636.00	39,976.58	1,356,612.58
	C.	283,153.33	11,793.45	294,946.78
624. Instructional Supplies	W.	98,762.78	107,766.04	206,548.82
	C.	22,767.92	14,252.13	37,020.05
625. Rural Superv: 1. Salaries	W.		39,943.67	39,943.67
	C.		14,007.57	14,007.57
2. Travel	W.		4,842.49	4,842.49
	C.		3,626.53	3,626.53
626. Vocational Education:				
1. Agriculture:				
A. Salaries	W.		842,629.47	842,629.47
	C.		139,752.82	139,752.82
B. Travel	W.		96,947.95	96,947.95
	C.		17,939.91	17,939.91
2. Home Economics:				
A. Salaries	W.		493,502.88	493,502.88
	C.		70,175.12	70,175.12
B. Travel	W.		46,794.26	46,794.26
	C.		6,929.23	6,929.23
3. Trades—Industries:				
A. Salaries	W.		185,992.82	185,992.82
	C.		29,285.17	29,285.17
B. Travel	W.		1,675.08	1,675.08
	C.		3,735.23	3,735.23
4. Adult Education	W.		69,024.79	69,024.79
	C.		7,511.18	7,511.18
627. Expenses: 1. Prin. White, Colored			58,674.23	58,674.23
Commencement			11,305.08	11,305.08
62. Total Instructional Service		\$ 25,785,474.97	\$ 4,088,185.10	\$ 29,873,660.07

TOTAL EXPENDITURES BY OBJECTS AND ITEMS, 1942-1943—CONTINUED

Objects and Items		State Funds	Local Funds**	Total
63. OPERATION OF PLANT:				
631. Wages: Janitors, etc.	W.	\$ 592,467.49	\$ 150,113.27	\$ 742,580.76
	C.	82,608.22	36,281.75	118,889.97
632. Fuel	W.	566,535.47	78,725.54	645,261.01
	C.	116,785.91	29,156.89	145,942.80
633. Water, Lights, Power	W.	126,210.99	102,585.64	228,796.63
	C.	18,485.05	17,386.44	35,871.49
634. Janitors Supplies	W.	51,486.74	42,057.75	93,544.49
	C.	12,824.66	9,175.29	21,999.95
635. Telephones	W.	13,691.35	12,389.60	26,080.95
	C.	1,210.60	2,745.90	3,956.50
63. Total Operation of Plant		\$ 1,582,306.48	\$ 480,618.07	\$ 2,062,924.55
64. MAINTENANCE OF PLANT:				
641. Repairs to Bldgs. & Grounds	W.	\$	\$ 810,749.00	\$ 810,749.00
	C.		136,589.33	136,589.33
642. Repairs and Replacements: Furniture & Inst. Apparatus	W.		136,127.79	136,127.79
	C.		24,356.55	24,356.55
643. Repairs and Replacements: Heat, Lights and Plumbing	W.		223,856.66	223,856.66
	C.		48,803.90	48,803.90
64. Total Maintenance of Plant		\$	\$ 1,380,483.23	\$ 1,380,483.23
65. FIXED CHARGES:				
651. Rents	W.	\$	\$ 27,159.33	\$ 27,159.33
	C.		3,879.80	3,879.80
652. Insurance:				
1. Buildings and Equipment	W.		420,251.48	420,251.48
	C.		47,665.34	47,665.34
653. Compensation	W.	5,576.37	7,320.11	12,896.48
	C.	649.00	868.54	1,517.54
654. Reimbursement for Injuries to School Children	W.	3,866.85	2.00	3,868.85
	C.	2,123.25		2,123.25
655. Retirement: White and Colored			105,869.39	105,869.39
65. Total Fixed Charges		\$ 12,215.47	\$ 613,015.99	\$ 625,231.46
66. AUXILIARY AGENCIES:				
661-1. Wages of Drivers	W.	\$ 393,556.35	\$ 109,377.69	\$ 502,934.04
	C.	65,326.26	10,052.34	75,378.60
661-2. Gas, Oil and Grease	W.	499,598.06	4,984.71	504,582.77
	C.	74,490.88	534.12	75,025.00
661-3. Salary: Mechanics	W.	330,075.37	14,393.59	344,468.96
	C.	30,781.71	1,060.90	31,842.61
661-4A. Repair Parts and Batteries	W.	410,628.90	8,454.93	419,083.83
	C.	56,481.11	281.60	56,762.71
661-4B. Tires and Tubes	W.	113,979.82	979.56	114,959.38
	C.	14,536.85	12.74	14,549.59
661-4C. Insurance and License	W.	14,661.67	20,092.33	34,754.00
	C.	1,444.16	175.03	1,619.19

TOTAL EXPENDITURES BY OBJECTS AND ITEMS, 1942-1943 CONTINUED

Objects and Items			State Funds	Local Funds**	Total
661-5.	Contract Transportation	W.	23,468.85	11,281.17	34,750.02
		C.	7,073.14	1,703.70	8,776.84
Sub-Total 661-1 to 661-5, inc.....			\$ 2,036,103.13	\$ 183,384.41	\$ 2,219,487.54
661-6.	Major Replacements:				
	Chassis Bodies	W.	\$ 139,092.01	\$ 1,525.19	\$ 140,617.20
		C.	4,206.30	120.00	4,326.30
661-7.	Principals: Travel	W.	20,517.50	2,491.57	23,009.07
		C.	3,277.50		3,277.50
Total Transportation			\$ 2,203,196.44	\$ 187,521.17	\$ 2,390,717.61
662.	Libraries Supplies and Repairs	W.	\$ 59,790.71	\$ 45,541.05	\$ 105,331.76
		C.	12,115.92	6,263.89	18,379.81
664.	Health	W.		35,977.36	35,977.36
		C.		3,794.72	3,794.72
665-666.	Miscellaneous			76,324.05	76,324.05
669.	Temporary Loans			39,635.20	39,635.20
66.	Total Auxiliary Agencies		\$ 2,275,103.07	\$ 395,057.44	\$ 2,670,160.51
Total Current Expense			\$ 30,442,359.17	\$ 7,261,350.14	\$ 37,703,709.31
Capital Outlay				2,602,086.52	2,602,086.52
Debt Service				6,549,030.57	6,549,030.57
Total Expenditures All Funds			\$ 30,442,359.17	\$ 16,412,467.23	\$ 46,854,826.40

**Reported on County and City School Funds Budgets, sworn to and presented to State Board of Education for approval. These figures do not, therefore, represent actual expenditures.

TOTAL EXPENDITURES BY OBJECTS AND ITEMS, 1943-1944

Objects and Items		State Funds*	Local Funds**	Total
61. GENERAL CONTROL:				
611. Salary of Superintendent		\$ 625,098.53	\$ 50,422.86	\$ 675,521.39
612. Travel of Superintendent		45,493.68	31,197.67	76,691.35
613. Salaries—Clerical Asst.		270,876.00	138,182.33	409,058.33
614. Office Expenses		66,432.06	24,994.62	91,426.68
615. County Board of Education		9,874.50	21,995.78	31,870.28
616. Treasurer			15,541.52	15,541.52
617. Attendance: 1. Salary			34,565.29	34,565.29
2. Travel			5,414.73	5,414.73
618. Other: 1. Audit			23,155.53	23,155.53
2. Attorney Fees			9,832.47	9,832.47
3. Elections			881.90	881.90
4. Miscellaneous			1,230.83	1,230.83
61. Total General Control		\$ 1,017,774.77	\$ 357,415.53	\$ 1,375,190.30
62. INSTRUCTIONAL SERVICE:				
621. Salaries: Elem. Teachers	W.	\$ 16,287,947.19	\$ 703,184.18	\$ 16,991,131.37
	C.	7,135,224.52	203,978.00	7,339,202.52
622. Salaries: H. S. Teachers	W.	4,016,178.92	421,441.20	4,437,620.12
	C.	981,933.24	43,301.99	1,025,235.23
623. Salaries: Classified Principals—				
1. Elementary	W.	655,762.19	38,826.56	694,588.75
	C.	176,329.46	7,135.14	183,464.60
2. High School	W.	1,612,382.81	30,109.16	1,642,491.97
	C.	369,702.21	5,609.82	375,312.03
624. Instructional Supplies	W.	153,141.16	115,217.25	268,358.41
	C.	39,860.55	19,168.73	59,029.28
625. Supervisors: 1. Salaries	W.		43,573.03	43,573.03
	C.		43,365.89	43,365.89
2. Travel	W.		4,932.07	4,932.07
	C.		3,635.21	3,635.21
626. Vocational Education:				
1. Agriculture: a. Salaries	W.		826,497.30	826,497.30
	C.		138,865.44	138,865.44
b. Travel	W.		84,205.03	84,205.03
	C.		16,942.86	16,942.86
2. Home Economics: a. Salaries	W.		516,761.03	516,761.03
	C.		84,007.38	84,007.38
b. Travel	W.		38,180.79	38,180.79
	C.		7,330.48	7,330.48
3. Trades and Industries:				
a. Salaries	W.		201,311.13	201,311.13
	C.		43,928.24	43,928.24
b. Travel	W.		1,847.00	1,847.00
	C.		1,727.60	1,727.60
4. Distrib. Education: a. Salaries	W.		26,003.20	26,003.20
	C.		1,757.43	1,757.43
627. Expenses: Principals .. White & Colored			72,144.36	72,144.36
628. Commencement	White & Colored		9,209.41	9,209.41
62. Total Instructional Service		\$ 31,428,462.25	\$ 3,754,196.91	\$ 35,182,659.16

TOTAL EXPENDITURES BY OBJECTS AND ITEMS, 1943-1944 -CONTINUED

Objects and Items		State Funds*	Local Funds**	Total
63.	OPERATION OF PLANT:			
631.	Wages: Janitors, etc.	W. \$ 760,021.00	\$ 173,048.41	\$ 933,068.41
		C. 111,094.00	43,001.27	154,095.27
632.	Fuel.	W. 579,083.59	117,567.91	696,651.50
		C. 136,206.60	41,109.01	177,315.61
633.	Water, Light, Power	W. 153,926.22	101,591.67	255,517.89
		C. 23,148.24	23,268.46	46,416.70
634.	Janitor's Supplies.	W. 87,491.97	33,092.11	120,584.08
		C. 22,021.50	7,884.33	29,905.83
635.	Telephones in Buildings	W. 15,693.63	14,299.39	29,993.02
		C. 1,329.92	3,237.50	4,567.42
63. Total Operation of Plant		\$ 1,890,016.67	\$ 558,100.06	\$ 2,448,116.73
64.	MAINTENANCE OF PLANT:			
641.	Repairs to Bldgs. & Grounds.	W. \$	\$ 977,368.51	\$ 977,368.51
		C.	148,239.68	148,239.68
642.	Repairs and Replacements: Furniture and Inst. Apparatus.	W.	151,763.81	151,763.81
		C.	27,275.14	27,275.14
643.	Repairs and Replacements: Heat, Light and Plumbing.	W.	260,911.38	260,911.38
		C.	45,000.02	45,000.02
64. Total Maintenance of Plant.		\$	\$ 1,610,558.54	\$ 1,610,558.54
65.	FIXED CHARGES:			
651.	Rents.	W. \$	\$ 22,341.61	\$ 22,341.61
		C.	7,944.17	7,944.17
652.	Insurance			
1.	Buildings and Equipment.	W.	427,779.87	427,779.87
		C.	41,543.65	41,543.65
2.	Workmen's Compensation.	W.	4,478.10	4,478.10
		C.	227.83	227.83
653.	Compensation to Employees.	W. 7,679.62	5,417.17	13,096.79
		C. 817.96	108.89	926.85
654.	Reimbursement for Injuries to School Children	W. 2,993.95	78.50	3,072.45
		C. 1,144.50	144.38	1,288.88
655.	Retirement White & Colored		126,627.62	126,627.62
65. Total Fixed Charges		\$ 12,636.03	\$ 636,691.79	\$ 649,327.82
66.	AUXILIARY AGENCIES:			
661.	Transportation			
661-1.	Wages of Drivers	W. \$ 492,618.82	\$ 140,286.27	\$ 632,905.09
		C. 83,750.30	11,402.34	95,152.64
661-2.	Gas, Oil, Grease	W. 498,170.70	3,153.61	501,324.31
		C. 77,251.02	516.42	77,767.44
661-3.	Salary, Mechanics	W. 435,809.33	19,442.81	455,342.14
		C. 40,594.39	571.91	41,166.30
661-4-A.	Repair Parts & Batteries	W. 533,914.00	5,239.99	539,153.99
		C. 76,216.65	500.07	76,716.72

TOTAL EXPENDITURES BY OBJECTS AND ITEMS, 1943-1944—CONTINUED

Objects and Items	State Funds*	Local Funds**	Total
661-4-B. Tires, Tubes..... W.	151,272.68	1,273.47	152,546.15
..... C.	16,980.17	246.99	17,227.16
661-4-C. Insurance & License..... W.	12,465.95	1,763.62	14,229.57
..... C.	1,232.98	39.00	1,271.98
661-5. Contract Transportation..... W.	30,331.65	5,993.68	36,325.33
..... C.	9,694.29	1,501.08	11,195.37
Sub-Total (661-1 thru 661-5).....	\$ 2,460,392.93	\$ 191,931.26	\$ 2,652,324.19
661-6. Major Replacements:			
Chassis—Bodies..... W.	\$ 15,632.10	\$ 932.50	\$ 16,564.60
..... C.			
661-7. Principals: Travel..... W.	20,444.67	1,051.00	21,495.67
..... C.	3,362.28	473.39	3,835.67
661. Total Transportation.....	\$ 2,499,831.98	\$ 194,388.15	\$ 2,694,220.13
662. Libraries—Supplies & Repairs..... W.	\$ 99,055.44	\$ 80,961.39	\$ 180,016.83
..... C.	20,971.55	8,338.59	29,310.14
663. Textbooks—Replacements..... W.		16,677.71	16,677.71
..... C.		391.42	391.42
664. Health..... W.		29,977.23	29,977.23
..... C.		1,406.73	1,406.73
665. Lunch Rooms..... W.		210,806.42	210,806.42
..... C.		13,624.54	13,624.54
666. Indigent Children..... W.		201.29	201.29
..... C.		29.30	29.30
667. Adult Education..... W.		12,439.33	12,439.33
..... C.		4,006.18	4,006.18
668. National Defense..... W.		200,562.86	200,562.86
..... C.		20,634.36	20,634.36
669. Interest—Temporary Loans..... W.		63,836.15	63,836.15
..... C.		1,381.49	1,381.49
669½. Miscellaneous..... W.		26,998.33	26,998.33
..... C.		995.67	995.67
66. Total Auxiliary Agencies.....	\$ 2,619,858.97	\$ 887,657.14	\$ 3,507,516.11
Grand Total—Current Expense.....	\$ 36,968,748.69	\$ 7,804,619.97	\$ 44,773,368.66
Capital Outlay.....	\$	\$ 1,756,673.47	\$ 1,756,673.47
Debt Service.....	\$	\$ 4,738,128.15	\$ 4,738,128.15
GRAND TOTAL ALL FUNDS.....	\$ 36,968,748.69	\$ 14,299,421.59	\$ 51,268,170.28

*From Report on Audit State Nine Months School Fund Term of 1943-1944 made by the State Board of Education.

**Reported on County and City School Funds Budgets, sworn to and presented to State Board of Education for approval. These figures do not, therefore, represent actual expenditures.

4. Supplementary Budgets.

The expenditures for vocational education are a combination of Federal, State and local funds. They are considered as a whole, however, as local expense, and consequently are accounted for in the above table as local funds.

The regular State appropriation is restricted to current expense only, whereas the local unit budgets may include funds to supplement State funds and in addition must provide the necessary means for meeting the capital outlay and debt service needs of the unit.

5. Total Expenditures.

The second column of the above table shows the expenditures of these local funds for the year 1943-44. The tables which follow give the total expenditures from all sources. The table on current expense indicates the trend in such expenditures for the past several years. This table also shows the relationship between expenditures from State and local sources. The second table shows the expenditures for capital outlay and debt service, all of which comes from local funds.

CURRENT EXPENSE

Year	State Funds*		Local Funds	Total Expenditures	% Local
	Regular	**Other State			
1919-20	\$ 3,295,436.13	\$ 128,281.59	\$ 6,145,025.38	\$ 9,568,743.10	64.2
1924-25	1,355,934.14	382,767.84	19,292,108.25	21,030,810.23	91.7
1929-30	6,250,158.56	307,016.87	22,059,428.01	28,616,603.44	77.1
1931-32	16,729,002.38	294,677.34	7,025,937.44	24,049,617.16	29.2
1933-34	16,606,650.75	†733,406.76	1,956,306.27	18,296,363.78	10.7
1935-36	20,160,962.70	244,358.74	3,109,939.61	23,623,040.79	13.2
1937-38	24,342,926.58	1,506,120.83	4,449,417.80	30,298,465.21	14.7
1939-40	25,861,278.24	1,041,477.58	5,141,607.74	32,044,363.56	16.0
1941-42	27,842,625.43	2,916,532.97	5,925,511.41	36,684,669.81	16.2
1942-43	30,442,359.17	3,013,845.54	4,247,504.60	37,703,709.31	11.3
1943-44‡	36,968,748.69	3,111,158.11	4,693,461.86	44,773,368.66	10.5

*The State appropriation for aid in operating the schools.

**Including State and Federal vocational funds and cost of free textbooks beginning with 1937-38.

†Includes \$500,000 Federal Emergency Relief funds.

‡Estimated.

CAPITAL OUTLAY AND DEBT SERVICE

Year	Capital Outlay			Debt Service Total
	White	Negro	Total	
1919-20	\$ 2,356,051.26	\$ 289,463.84	\$ 2,645,515.10	\$ 424,684.50
1924-25	11,928,384.29	1,018,869.16	12,947,253.45	3,373,027.94
1929-30	4,075,064.87	734,086.48	4,809,151.35	6,200,641.57
1931-32	1,459,416.44	177,306.31	1,636,722.75	5,967,779.33
1933-34	852,731.50	89,677.53	942,409.03	5,709,358.57
1935-36	3,819,484.74	493,828.63	4,313,313.37	6,477,238.53
1937-38	4,516,803.61	700,439.79	5,217,243.40	6,809,279.05
1939-40	3,380,193.24	424,207.00	3,804,400.24	6,809,941.71
1941-42	3,554,746.03	541,171.75	4,095,917.78	7,181,737.55
1942-43	---	---	2,602,086.52	6,549,030.57
1943-44*	---	---	1,756,673.47	4,738,128.15

*Estimated.

6. Per Pupil Expenditures.

Expenditures on a per pupil basis give a better idea of the financial support of the public schools than do total expenditures. The money spent is directly related to the children educated in this case, whereas total expenditures simply show the quantitative phase of the situation as it relates to other years.

The per pupil expenditures, therefore, are given as follows:

PER PUPIL EXPENDITURES				
Year	A. D. A.	Current Expense	Capital Outlay	Total
1919-20	473,552	\$20.21	\$ 5.58	\$25.79
1924-25	596,211	35.27	21.72	56.99
1929-30	672,895	42.53	7.15	49.68
1931-32	728,265	33.02	2.25	35.27
1933-34	756,768	24.18	1.25	24.43
1935-36	759,604	31.10	5.68	36.78
1937-38	771,982	39.25	6.76	46.01
1939-40	790,003	40.56	4.82	45.38
1941-42	779,850	47.04	5.26	52.30
1942-43	753,140	50.06	3.45	53.51
1943-44*	728,412	61.47	2.41	63.88

*Estimated.

THE SCHOOL PLANT

School Buildings. The construction of new school plant facilities has been severely restricted during the biennium 1942-44. Labor and materials required for building purposes were deemed essential to the war effort. As a result, the principal activity of the school administrators of the State in connection with school plant facilities has been to maintain a *status quo*. It has been possible to secure replacements of essential service systems, and priorities and permits have been granted for the construction of buildings that were destroyed by fire or other causes. It has also been possible to carry on with an almost normal program of maintenance.

While the urgently needed reorganization of many local school units has been retarded, expansion has been possible in some fields of the school plant: New lunch rooms, cafeterias, vocational buildings and canneries have been approved by federal authorities, since these facilities are recognized as desirable even under wartime conditions, and above normal progress has been made in providing them. Plans for these facilities have been made available by the State Department of Public Instruction without cost to the local school units.

The inability of the school units to carry on more than emergency programs of construction, is reflected in the unloaned funds in the State Literary Loan Fund. The balance on hand as of July 1, 1944, amounts to \$1,001,017.05, the largest amount not in loans since the Fund was created in 1903.

Constructive plans are now under way for programs of reorganization, rehabilitation and construction which will be inaugurated as soon as a resumption of these activities is permitted. An important phase of this planning is concerned with the reorganization and consolidation of the Negro schools of the State and providing the necessary school plant facilities incident thereto. In connection with this anticipated undertaking a bulletin has been prepared on the planning of modern school plant facilities.

In summary, activities in the school plant field during the war period have consisted largely of the following:

Programs of maintenance.







Replacement of destroyed service systems, classrooms and equipment.

The construction and enlargement of vocational buildings, cafeterias, lunch rooms and canneries.

Study of school plant needs for construction in the postwar era.

School Buses. There has always been close cooperation between the Division of Schoolhouse Planning and the director of the State's transportation system. Reorganization and consolidation are as definitely related to transportation as they are to buildings. Also, new school buses are a capital outlay obligation of the school units. (See the following section for the report in this field.)

AVERAGE VALUE OF SCHOOL PROPERTY PER PUPIL
ENROLLMENT

YEAR	VALUE	SCHOOL PROPERTY PER PUPIL
1919-20	\$ 34.80	
1924-25	87.31	
1929-30	127.37	
1934-35	119.42	
1939-40	133.46	
1942-43	146.87	

Value of School Property. On the basis of simply maintaining the *status quo*, it is improbable that the excellent programs of school plant maintenance have offset the depreciation of these facilities. Therefore, it is doubtful if the real value of school property in the State is equal to what it was two years ago. The valuations by the superintendents are given for certain selected years from 1919-20 to 1943-44.

APPRAISED VALUE OF SCHOOL PROPERTY

Year	White	Negro	Total
1919-20	\$ 21,670,514	\$ 2,387,324	\$ 24,047,838
1924-25	63,434,665	7,271,170	70,705,835
1929-30	98,946,273	11,475,042	110,421,315
1931-32	99,383,659	11,742,421	111,126,080
1933-34	94,910,579	12,170,324	107,080,903
1935-36	97,823,361	12,502,132	110,325,493
1937-38	99,792,252	13,887,392	113,679,644
1939-40	103,724,982	15,154,892	118,897,874
1941-42	108,080,026	16,247,105	124,327,131
1942-43	109,475,675	16,549,029	126,024,704
1943-44	111,368,608	17,527,182	128,895,790

VALUE PER PUPIL ENROLLED

1919-20	\$ 45.32	\$11.20	\$ 34.80
1924-25	113.40	29.03	87.31
1925-30	162.92	44.20	127.37
1931-32	165.63	44.22	128.35
1933-34	154.38	43.35	119.57
1935-36	159.14	46.27	124.13
1927-38	162.64	51.76	128.91
1939-40	167.36	55.93	133.46
1941-42	177.21	60.92	141.62
1942-43	183.86	63.01	146.87
1943-44	192.35	68.04	154.62

Federal Participation in School Plants. The Federal government has continued its policy of assisting in the erection of school plant facilities in war impacted areas during the 1942-1944 biennium. Wilmington and New Hanover County, Onslow County and Craven County have been the principal areas to benefit from Federal grants.

While not directly related to school plants, Federal funds for Extended School Services—Nursery Schools and recreational programs for school age children whose mothers work in war connected industries—have been channeled through the Division of Schoolhouse Planning. Elizabeth City, Greenville, Kinston, Goldsboro, Raleigh, Fayetteville, Cumberland County, Greensboro, High Point, Thomasville, Lexington, Scotland County, Charlotte, Newton, Asheville and the War Food Administration Migrant Farm Labor Camps are areas where these services have been provided.

THE TRANSPORTATION SYSTEM

School transportation has become an integral part of the public school program of North Carolina. Briefly, it involves transporting safely and economically, to and from the public schools of the State, approximately 323,000 pupils who live more than one and one-half miles from schools. The varied conditions existing throughout the one hundred counties of the State makes this job a difficult one to perform.

State Responsibility. The law makes the State responsible for the establishment and maintenance of adequate transportation facilities. The State Board of Education is authorized and directed by statute to allocate funds for school transportation in each county in accordance with uniform rules which it establishes. The control and management of all facilities for the transportation of public school children is vested in the Board with authority to promulgate rules and regulations governing the organization, maintenance and operation of all public school transportation facilities.

Bus Routes. The improvement of the routing of school buses continues to be a major objective of the transportation program. Through the collection of pertinent objective data on bus routing and by centering added attention on the important facts relating to each route, it has been possible to uncover and correct many defects, thus providing a uniform and impartial service in keeping with the State's responsibility. The routing service eliminates useless mileage and duplication of routes to the end that economy and efficiency are assured.

Bus Drivers. Each school bus driver is required to hold a special school bus driver's license based on a written examination and on actual driving test given by the Division of Highway Safety. Most school bus drivers are high school students who are selected on a basis of their alertness and all around dependability. They are selected also with the view to having them located as near the beginning of the route as possible, thus eliminating much unnecessary bus mileage. Because of the decline in recent months in enrollment of high school boys, there has been a definite trend toward the selection of girl students, who have justified the confidence placed in them by doing an outstanding job, as bus drivers.

Repair and Maintenance of Buses. Transportation equipment is repaired and maintained in each county through a State operated garage equipped with the necessary shop equipment and service cars. The facilities and equipment are handled by the necessary number of well qualified mechanics, trained in school bus operation and maintenance. Because of the war a number of developments in the transportation situation made added emphasis on this phase of the program necessary. Definite progress was made in the improvement of repair and preventive maintenance services in all counties. State-wide inspection reports showed a marked improvement in the mechanical condition of buses as compared with the preceding year.

Pupils Transported. By covering 6,750 bus routes each school day, totaling in length 82,000 miles (one way), 1,409 schools of the State are served by school transportation. To these schools 323,000 children are transported consisting of approximately 68% elementary pupils and 32% high school pupils.







The accompanying table gives the principal facts surrounding this area of school operation for certain recent years.

PUBLIC SCHOOL TRANSPORTATION

Year	Schools Served	No. of Vehicles	No. of Pupils	Operation Cost	Per Pupil Cost
1919-20	*	150	7,936	\$ *	\$ *
1924-25	*	1,909	69,295	994,611.69	14.35
1929-30	1,266	4,046	181,494	2,273,287.55	12.53
1931-32	1,218	4,418	225,814	2,061,354.25	9.13
1933-34	1,235	4,082	236,170	1,552,768.80	6.57
1935-36	1,285	3,974	269,656	1,977,144.47	7.33
1937-38	1,404	4,176	305,541	2,550,495.98	8.35
1939-40	1,469	4,526	334,362	2,417,659.65	7.23
1941-42	1,290	4,823	344,648	2,352,671.63	6.30
1942-43	1,409	4,897	322,894	2,366,409.11	7.33

*Information not available.

NUMBER OF PUPILS TRANSPORTED

YEAR	NO. PUPILS	PUPILS TRANSPORTED
1919-20	7,936	
1924-25	69,295	
1929-30	181,494	
1934-35	256,775	
1939-40	334,362	
1942-43	322,894	

TEXTBOOKS

Throughout the United States, there has been a gradual change in the method of handling school books. The change is from a practice of having pupils buy and own their books to that of having the books purchased and distributed through a governmental agency. This change has been in progress for more than a hundred years. In some states, the governmental agency, which has taken charge of the distribution of books, has been the local county or city board of education. In North Carolina the distribution of books has been assumed to be a function of the State government. This is true in most of the southern states and in some of the western and midwestern states.

Sales and Rentals. In North Carolina, the program of State purchase and distribution was started in 1935. In the beginning all books were rented to the pupils, but in 1937 the basal books were furnished free in grades one to seven. At first, the idea of renting books was not well received by pupils and parents of the State; and so more money was collected the first year from sales to the pupils than was received in rental fees. After the pupils became acquainted with the rental system, it increased a great deal in popularity and the number of books sold to the children dropped rapidly. With the drop in sales, there was a corresponding increase in the rental fees collected. Figures for the sales and rentals over a period of nine years are given in the accompanying table.

TEXTBOOK SALES AND RENTALS

Year	Value of Books Sold to Pupils	Rental Fees Collected	
		High School Books	Supplementary Readers
1935-36	\$59,644.45	\$ 36,069.29	\$.....
1936-37	80,858.36	127,731.81	28,531.61
1937-38	14,856.51	173,414.88	85,146.62
1938-39	8,436.73	199,071.12	92,545.55
1939-40	5,876.31	286,735.04	84,266.62
1940-41	4,173.17	292,235.70	95,675.97
1941-42	4,175.41	306,110.30	104,109.00
1942-43	4,018.86	312,127.06	117,105.88
1943-44	3,021.52	306,369.50	122,872.33

Book Inventory. When the basal elementary books were made free to all pupils in grades one to seven in 1937, it was necessary to greatly increase the quantity of books on hand. The total number of basal elementary books now in use in the State is slightly above five million copies. The number of books in use for the high school and for supplementary readers in grades one to seven presents a different picture. In these two cases, the quantity of books in use in the State has increased steadily in about the same proportion as the increase in rental fees.

There was a very noticeable increase in 1942-43 in the high school figures, largely as a result of the addition of the twelfth school year to the curriculum. The extra year was inserted between the old seventh and

eighth grades, thus making it necessary to buy a complete supply of books for all pupils in the new eighth grade.

In 1939-40, the Textbook Division began handling library books as a part of the rental system for high school books and supplementary readers. The total quantity of library books handled has been small compared to the basal books, but it will be noticed from the table that the number has increased to 227,196 for the elementary grades and 96,588 for high school.

INVENTORY

At the Close of Each Fiscal Year

Year	Basal Elementary Books (Free)	High School Books	Number of Books		
			Supplementary Readers	Elementary Library Books	High School Library Books
1935-36	1,290,910	198,882	-----	-----	-----
1936-37	1,970,915	564,890	123,201	-----	-----
1937-38	3,946,165	763,860	456,090	-----	-----
1938-39	4,916,655	864,748	482,996	-----	-----
1939-40	5,050,532	1,016,135	505,186	5,736	-----
1940-41	5,684,092	1,118,593	556,645	27,041	-----
1941-42	4,818,061	1,212,217	650,242	80,244	-----
1942-43	5,174,909	1,792,464	646,643	175,611	36,738
1943-44	5,093,239	1,819,487	777,775	227,196	96,588

Expenditures for Books. The purchase of books for use in North Carolina from year to year bears a close relationship to the amount of money collected for rentals. This was not true during the first few years of operation, since in the beginning it was necessary to buy a large quantity of books and get them distributed over the State. During succeeding years, the quantity of books purchased was less than the rental fees collected. At the present time, however, this irregularity has passed, and the expenditures from year to year are very close to the income.

The expenditures for free books are based on the quantity of replacements. The replacements from year to year have been irregular and

EXPENDITURES

This includes the cost of books, cost of rebinding, and operating expenses

Year	Basal Elementary Books (Free)	High School Books	Supplementary Readers	Elementary Library Books	High School Library Books
1935-36	\$423,474.19	\$232,636.16	\$-----	\$-----	\$-----
1936-37	241,706.43	308,753.95	70,538.53	-----	-----
1937-38	824,858.75	235,946.62	190,568.45	-----	-----
1938-39	411,587.44	134,745.47	24,031.01	-----	-----
1939-40	193,324.74	225,131.92	19,115.09	4,180.12	-----
1940-41	563,603.91	180,893.56	34,901.41	19,222.90	-----
1941-42	388,140.44	192,154.02	65,093.48	39,452.55	-----
1942-43	366,767.65	491,303.51	70,847.84	64,484.66	52,034.74
1943-44	190,057.88	193,718.58	76,231.21	62,119.62	107,091.68

accordingly the expenditures increase and decrease from year to year. Under the present arrangement for distributing free books it is necessary to replace all worn-out books at the end of each year regardless of the quantity. This means that the replacements may continue to be irregular, thus making budgeting and purchasing difficult. Under this arrangement, however, the pupils are assured of a satisfactory quantity of books each year.

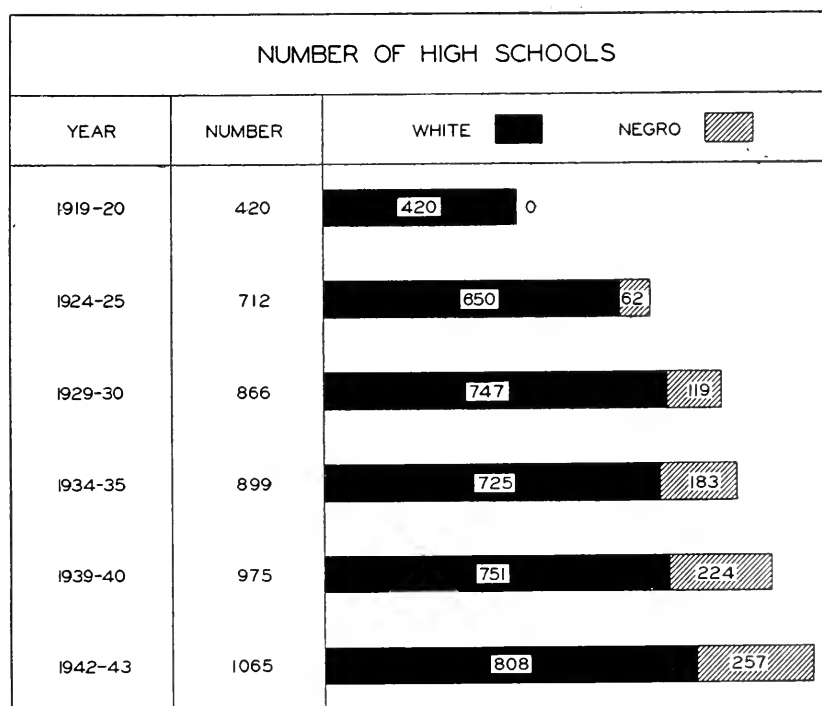
SCHOOL ORGANIZATION

There are a number of yardsticks by which the schools may be measured objectively, and when considered together give a picture as to the educational opportunities offered in these schools.

NUMBER AND SIZE

The size of the schools according to number of teachers employed is one criterion by which they may be judged. As a general rule the larger school in terms of number of teachers employed offer greater educational advantages.

Elementary Schools. As the accompanying table shows, there is a very definite downward trend in the number of elementary schools (grades 1-7) having fewer than seven teachers. Gradual increases are noticeable in the number of schools with seven or more teachers. As a consequence the total number of elementary schools is decreasing, the number for 1942-43 being 1,672 for white children and 1,829 for Negroes.



ELEMENTARY SCHOOLS

White

Year	1 teacher	2-3 teachers	4-6 teachers	7-9 teachers	10-14 teachers	15 or more teachers	Total
1931-32	628	734	369	331	265	161	2,488
1933-34	533	580	345	351	303	145	2,257
1935-36	440	465	340	385	306	151	2,087
1937-38	331	379	319	402	280	163	1,884
1939-40	274	336	313	384	315	171	1,793
1941-42	220	280	325	398	286	182	1,691
1942-43	213	275	302	399	314	169	1,672
1943-44	207	255	272	357	354	215	1,660

Negro

1931-32	1,060	883	237	52	45	18	2,295
1933-34	969	889	254	78	48	22	2,260
1935-36	960	912	257	66	44	31	2,270
1937-38	889	887	247	62	56	32	2,173
1939-40	777	872	251	77	55	31	2,063
1941-42	665	814	250	81	66	35	1,911
1942-43	645	805	243	83	69	34	1,879
1943-44	632	778	229	87	71	55	1,852

Total

1931-32	1,688	1,617	606	383	310	179	4,783
1933-34	1,502	1,469	599	429	351	167	4,517
1935-36	1,400	1,377	597	451	350	182	4,357
1937-38	1,220	1,266	566	464	346	195	4,057
1939-40	1,051	1,208	564	461	370	202	3,856
1941-42	885	1,094	575	479	352	217	3,602
1942-43	858	1,080	545	482	383	203	3,551
1943-44	839	1,033	501	444	325	270	3,512

High Schools. Among the high schools, the trend in recent years is upward for each of the size-groups indicated in the table. Prior to 1940-41 there was a downward trend in the number of high schools having 1-2 teachers. There were as the table further shows 750 high schools for white pupils and 230 for Negroes in 1943-44, a total of 980 public high schools.

HIGH SCHOOLS					
White					
Year	1-2 teachers	3-5 teachers	6-11 teachers	12 or more teachers	Total
1919-20	---	---	---	---	420
1924-25	---	---	---	---	650
1929-30	101	403	243	---	747
1931-32	48	436	180	53	717
1933-34	42	430	204	47	723
1935-36	36	408	323	57	733
1937-38	38	383	253	69	743
1939-40	22	358	288	83	751
1941-42	30	335	312	93	770
1942-43	64	312	336	96	808
1943-44	58	337	287	68	750
Negro					
1924-25	---	---	---	---	62
1929-30	44	52	23	---	119
1931-32	42	63	22	7	134
1933-34	70	77	26	7	180
1935-36	72	82	37	11	202
1937-38	50	91	48	14	203
1939-40	46	105	60	13	224
1941-42	36	105	78	15	234
1942-43	50	107	81	19	257
1943-44	47	111	56	16	230
Total					
1919-20	---	---	---	---	420
1924-25	---	---	---	---	712
1929-30	145	455	266	---	866
1931-32	90	499	202	60	851
1933-34	112	507	230	54	903
1935-36	108	490	269	68	935
1937-38	88	474	301	83	946
1939-40	68	463	348	96	975
1941-42	66	440	390	108	1,004
1942-43	114	419	417	115	1,065
1943-44	105	448	343	84	980

LENGTH OF TERM

A second criterion by which the schools may be measured is that of the length of term that they operate. It is a historical fact that all the schools of the State have not operated a uniform school term until very recently.

Prior to 1919-20 the average term was relatively low, even though the larger city units did provide a term of nine months. Although the Constitutional provision for the minimum six months term which became effective that year raised this low average to the figures indicated in the accompanying table, yet this average was still below national standards. By the process of voting taxes for extended terms in local districts this average was gradually raised until in 1933, by legislative provision, an eight months term was set up. The average term for the first year under this new law was, as the table shows, 159.3 days. The increases indicated since that year were the result of local taxes voted in city units for extended terms. The General Assembly of 1943 provided for the operation of a nine months school term throughout the State; this is reflected in the figures for 1943-44.

AVERAGE SCHOOL TERM IN DAYS

Year	White	Negro	Total
1919-20	135.9	127.4	134.0
1924-25	148.0	136.3	145.2
1929-30	159.6	141.0	154.0
1931-32	160.0	142.9	154.7
1933-34	160.2	157.3	159.3
1925-36	161.4	160.6	161.1
1937-38	163.8	163.4	163.7
1939-40	164.4	164.2	164.3
1941-42	164.7	164.5	164.6
1942-43	165.3	165.0	165.2
1943-44	179.9	179.9	179.9

ENROLLMENT

A third indication as to the type of school organization in effect is the distribution of the children who attend the schools into certain classifications.

By Grades. First, there is the distribution of pupils by the number in each grade. Due to space limitations the table showing this distribution gives the data for one year only, 1943-44. These figures are summarized as to elementary and high school in accordance with the definitions for these classifications in 1943-44, when grades 1-8 were first considered as the elementary school and grades 9-12 the high school. As this first table shows, 83.9 per cent of the total enrollment is in what is now called the elementary school, grades 1-8, whereas 16.1 per cent was in the high school grades. The low number in the twelfth grade is due to the fact that the Statewide institution of the twelve-grade program has not become effective for that grade. The twelfth graders for 1943-44 were in the main in those units having a twelfth grade before the Statewide program began.

ENROLLMENT BY GRADE
(Code a + e)

Grade	Number			Per Cent		
	White	Negro	Total	White	Negro	Total
First	72,444	53,253	125,697	12.6	20.7	15.1
Second	65,668	32,561	98,229	11.4	12.6	11.8
Third	64,481	31,939	96,420	11.2	12.4	11.6
Fourth	61,971	29,396	91,367	10.8	11.4	11.0
Fifth	58,395	25,300	83,695	10.2	9.8	10.0
Sixth	54,811	22,152	76,963	9.5	8.6	9.2
Seventh	49,659	19,040	68,699	8.6	7.4	8.2
Eighth	42,840	15,080	57,920	7.4	5.9	6.9
Ungraded	735	240	975	.1	.1	.1
Elementary	471,004	228,961	699,965	81.8	88.9	83.9
Ninth	39,179	11,323	50,502	6.8	4.4	6.1
Tenth	31,144	8,608	39,752	5.4	3.3	4.8
Eleventh	26,850	6,601	33,451	4.7	2.6	4.0
Twelfth	7,555	2,092	9,647	1.3	.8	1.2
Ungraded	271	27	298	-	-	-
High School	104,999	28,651	133,650	18.2	11.1	16.1
Total	576,003	257,612	833,615	100.0	100.0	100.0

By Schools. In addition to the summaries presented in table just presented, the enrollment by elementary and high schools for the State is shown for the races in the table below. These figures indicate the trends over a period of years. As these data show there has been a decrease in total elementary enrollment, grades 1-7, since 1933-34. The high school enrollment, on the other hand, has increased all the time until 1941-42 when a decrease was indicated for the white race. Because of

ENROLLMENT (a + e)

Year	Elementary			High School			Total	
	White	Negro	Total	White	Negro	Total	White	Total
1924-25	485,753	242,976	728,729	72,240	6,976	79,216	557,993	807,945
1929-30	505,589	244,413	750,002	101,755	15,182	116,937	607,344	866,939
1931-32	485,727	246,628	732,355	114,173	19,153	133,326	599,900	865,681
1933-34	490,503	256,016	746,519	124,281	24,725	149,006	614,78	865,525
1935-36	482,107	240,804	722,911	136,464	29,400	165,864	618,571	888,775
1937-38	465,435	235,237	700,672	148,152	33,050	181,202	613,587	881,874
1939-40	456,331	231,359	687,690	163,436	39,603	203,039	619,767	890,729
1941-42	446,702	224,912	671,614	163,190	43,103	206,299	609,892	877,913
1942-43	437,230	219,035	656,265	158,187	43,595	201,782	595,417	858,047
1943-44	471,004	228,961	699,965	104,999	28,651	133,650	576,003	833,615

*Elementary equals grades 1-8 beginning this year.

the war, this decrease enlarged still more in 1942-43, and for the Negro race the increase was smaller than usual. The drop in total enrollment for 1939-40 to 1943-44 was approximately 57,000.

By Length of Term. The distribution of enrollment by the length of school term for the past several years is shown in the table presented below.

ENROLLMENT BY SCHOOL TERM							
(Code a + d + e)							
White							
	Number in Schools Having				Per Cent in Schools Having		
	Less Than 8 Mos.	8 Mos.	9 Mos.	Total	Less Than 8 Mos.	8 Mos.	9 Mos.
1929-30	106,464	313,974	186,906	607,344	17.53	51.70	30.77
1931-32	74,391	398,462	141,184	614,037	12.12	64.89	22.99
1933-34	2,619	613,830	11,222	627,671	.42	97.79	1.79
1935-36	619	589,013	44,077	633,709	.10	92.95	6.95
1937-38	526	505,446	123,914	629,886	.08	80.25	19.67
1939-40	18	493,490	142,341	635,849	.00	77.61	22.39
1941-42	39	478,287	150,489	628,815	.01	76.06	23.93
1942-43	90	451,779	163,669	615,538	.01	73.40	26.59
Negro							
1929-30	160,431	41,336	57,828	259,595	61.80	15.92	22.28
1931-32	153,880	67,784	45,757	267,421	57.54	25.35	17.11
1933-34	35,444	241,458	5,434	282,336	12.55	85.52	1.93
1935-36	11,060	240,468	20,281	271,809	4.07	88.47	7.46
1937-38	2,401	217,789	50,193	270,383	.89	80.55	18.56
1939-40	443	211,953	60,565	272,961	.16	77.65	22.19
1941-42	68	208,441	61,798	270,307	.02	77.11	22.87
1942-43	123	197,675	66,983	264,781	.04	74.66	25.30
Total							
1929-30	266,895	355,310	244,734	866,939	30.79	40.98	28.23
1931-32	228,271	466,246	186,941	881,458	25.90	52.89	21.21
1933-34	38,063	855,288	16,656	910,007	4.18	93.99	1.83
1935-36	11,679	829,481	64,358	905,518	1.29	91.60	7.11
1937-38	2,927	723,235	174,107	900,269	.32	80.34	19.34
1939-40	461	705,443	202,906	908,810	.05	77.62	22.33
1941-42	107	686,728	212,287	899,122	.01	76.38	23.61
1942-43	213	649,454	230,652	880,319	.03	73.77	26.20

Figures of the kind shown in this table have been kept in order to give in terms of actual cases the extent to which opportunities were provided as to school term length. These figures prove conclusively that children will attend schools having longer terms when such terms are provided. Prior to 1933-34 many schools operated only for six months during the year. When the term was extended to eight months by the General Assembly of 1933, the enrollment in schools having eight months terms increased materially. The number of pupils in schools having less than an eight

months term in 1942-43 was only 213. On the other hand, there has been an increase in the number of pupils attending schools having a nine months term. The percentage of pupils in this group is not quite what it was in 1929-30, before the depression started and all local taxes were eliminated. However, the provision for the State uniform term of nine months will reflect an almost 100 per cent enrollment in the nine months group in the figures for 1943-44.

By Number Teachers Employed. Still another indication of the type of school organization now in effect is the relationship between the number of pupils and the number of teachers. It is generally believed that the more individual attention that can be given the more effective instruction will be. As a minimum a certain amount of attention must be given to each pupil, and so it is desirable for the class to be of such a size where adequate instruction may be given, depending of course upon the pupils and the subject area. There is no standard as to the size of the class which is most efficient.

The table presented shows the averages for the State as a whole for certain years. As these figures show, the trend in size of the average class is downward, which fact should also tend toward better instructional service.

PUPILS PER TEACHER
(Not including Classified Principals)

Year	White					
	Elementary		High School*		Total	
	A. D. A.	A. D. M.	A. D. A.	A. D. M.	A. D. A.	A. D. M.
1929-30	29.9	----	21.1	----	27.8	----
1931-32	32.9	35.9	27.3	28.8	31.6	34.3
1933-34	33.0	37.2	30.2	31.8	32.9	36.0
1935-36	33.5	36.5	30.0	31.4	32.6	35.3
1937-38	33.6	36.0	28.7	29.9	32.3	34.3
1939-40	33.5	35.6	28.3	29.6	31.9	33.8
1940-41	33.4	35.5	27.4	28.7	31.5	33.5
1941-42	33.2	35.2	26.2	27.4	31.0	32.7
1942-43	32.3	34.5	24.7	26.0	29.9	31.8
1943-44	31.6	34.0	21.9	23.1	29.3	31.3
Negro						
1929-30	32.5		23.5	-	31.7	
1931-32	35.6	40.5	28.5	30.5	34.9	39.6
1933-34	36.2	40.6	33.6	35.7	36.0	40.5
1935-36	33.5	37.8	32.0	34.2	33.3	37.4
1937-38	33.5	37.3	30.5	32.5	33.1	36.6
1939-40	33.2	36.8	31.6	33.6	32.9	36.3
1940-41	33.0	36.6	31.2	33.3	32.7	36.0
1941-42	32.7	36.0	28.6	30.6	31.9	35.0
1942-43	31.8	35.3	26.5	28.6	30.8	34.0
1943-44	31.8	35.3	23.9	25.7	30.6	33.9

*Including vocational teachers.

By Average Daily Attendance. The extent to which pupils enrolled attend schools reflects the holding power of the schools and indicates a qualitative phase of the organization. The per cent of enrollment in average daily attendance is a measure of this relationship. The figures for a period of years which are presented in the following table show conclusively that children attend better schools better. These data are closely related to figures presented in tables above, and should be interpreted with these facts in mind.

PER CENT ENROLLMENT IN A. D. A.

Year	White	Negro	Total
1919-20	70.4	62.2	68.5
1924-25	76.3	67.6	73.6
1929-30	80.1	71.7	77.6
1931-32	86.2	79.5	84.1
1933-34	85.8	81.8	84.5
1935-36	87.0	81.9	85.5
1937-38	89.4	83.5	87.5
1939-40	90.3	84.9	88.7
1941-42	90.4	85.2	88.8
1942-43	89.2	84.5	87.8
1943-44	88.6	84.6	87.4

TEACHERS AND PRINCIPALS

TRAINING







North Carolina has made splendid progress during the past two decades in the advancement of the scholarship of its teachers. It will be observed that the improvement in scholarship for white teachers had been constant and uninterrupted until 1942-43. For the Negro teachers there has not yet been any interruption in the upward trend. In 1943-44, for the first time in the history of teacher education in the State, the average scholarship index of the Negro teacher was higher than that of the white teacher. This condition is due entirely to the war which has very adversely affected the white teaching personnel.

The general scholarship index for both white and Negro teachers is somewhat better than is indicated in the tabulations presented here. The number of those who are reported as having had five years of college work are classroom teachers only. As of July 1, 1942, the State began issuing a Principal's Certificate, one requirement for which is a Master's degree. For the school year 1942-43, there were eighty-eight principals who held certificates based upon the Master's degree, and for the session 1943-44, there were two hundred and thirty such principals. There are other principals who have the Master's degree but who have not met all of the requirements for the certificate. Instead of there being seven hundred

and thirty-two who had five years of college training, as indicated, there would be at least one thousand with that training. There are hundreds of others who have had more or less graduate training.

The one hundred and seventy superintendents of county and city administrative units are not included in the personnel reported here. Many of these superintendents hold the Master's degree, with one having a Doctor's degree. There are two principals in the public schools with a Doctor's degree, and three classroom teachers with that degree.

The State allotment of teachers is based upon average daily attendance. Epidemics of Statewide significance, or other large factors adversely affecting the A. D. A., will result in a reduction in the number of State allotted teachers. Any substantial increase in the present number of teachers would be due to (1) increase in the school population, (2) an improvement in the average daily attendance, or (3) a different basis for teacher allotment. The saturation point has about been reached in the school population. Any marked increase in the number of teachers in the future will result from improved attendance, a different basis of allotment, or both.

TRAINING OF TEACHERS AND PRINCIPALS							
YEAR	INDEX	AVERAGE SCHOLASTIC YEARS					
		HIGH SCHOOL		COLLEGE			
		3	4	1	2	3	4
1919-20	460.2						
1924-25	515.1						
1929-30	638.3						
1934-35	713.0						
1939-40	776.4						
1943-44	783.5						

NUMBER OF TEACHERS AND PRINCIPALS EMPLOYED

	1941-42	1942-43	1943-44*
Elementary Teachers	18,007	17,905	19,289
White	12,185	12,119	13,213
Negro	5,822	5,786	6,076
High School teachers	6,948	7,071	5,274
White	5,623	5,652	4,232
Negro	1,325	1,419	1,042
Vocational	1,083	1,057	**1,006
White	911	869	817
Negro	172	188	189
Regular	5,865	6,014	**4,268
White	4,712	4,783	3,415
Negro	1,153	1,231	853
Total teachers	24,955	24,976	24,563
White	17,808	17,771	17,445
Negro	7,147	7,205	7,118
Men	3,714	2,687	2,236
White	2,484	1,684	1,376
Elementary	702	483	523
High	1,782	1,201	853
Negro	1,230	1,003	860
Elementary	704	540	522
High	526	463	338
Women	21,241	22,289	22,327
White	15,324	16,087	16,069
Elementary	11,483	11,636	12,690
High	3,841	4,459	3,379
Negro	5,917	6,302	6,258
Elementary	5,118	5,246	5,554
High	799	956	704
Elementary principals	441	452	466
White	341	353	362
Negro	100	99	104
High School principals	906	915	900
White	720	721	712
Negro	186	194	188
Total principals	1,347	1,367	1,366
White	1,061	1,074	1,074
Negro	286	293	292
Elementary teachers and principals	18,448	18,357	19,755
White	12,526	12,472	13,575
Negro	5,922	5,885	6,180
High School teachers and principals	7,854	7,986	6,174
White	6,343	6,373	4,944
Negro	1,511	1,613	1,230
Total teachers and principals	26,302	26,343	25,929
White	18,869	18,845	18,519
Negro	7,433	7,498	7,410

*Beginning with this year grades 1-8 equals elementary school and grades 9-12 equals high school. These figures are approximately correct.

**Estimated.

NUMBER AND PERCENTAGE OF ALL TEACHERS AND PRINCIPALS
AT CERTAIN SCHOLASTIC YEARS OF TRAINING

Year	High School				College				Total
	2	3	4	1	2	3	4	5	
1921-22	3,071	2,122	7,033	955	3,178	926	2,523	*	19,808
1924-25	1,489	2,528	6,546	2,100	3,447	2,460	3,587	*	22,257
1929-30	474	629	2,486	3,634	3,280	4,872	8,175	*	23,550
1931-32	426	443	1,045	3,131	3,133	5,521	9,481	*	23,180
1933-34		609	484	2,396	2,924	6,168	10,736	*	23,317
1935-36		468	173	1,056	2,398	6,726	13,332	*	24,153
1937-38		291	64	334	1,139	6,308	16,763	*	24,899
1939-40		186	43	150	505	3,526	21,366	*	25,776
1941-42		175	19	73	272	1,734	23,677	330	26,280
1942-43		176	28	58	416	1,421	23,631	549	26,279
1943-44		303	95	186	505	1,537	22,453	732	25,811

Percentage									
1921-22	15.5	10.7	35.5	4.8	16.1	4.7	12.7	*	100.0
1924-25	6.7	11.4	29.4	9.4	15.5	11.0	16.6	*	100.0
1929-30	2.0	2.7	10.6	15.4	13.9	20.7	34.7	*	100.0
1931-32	1.9	1.9	4.5	13.5	13.5	23.8	40.9	*	100.0
1933-34		2.6	2.1	10.3	12.5	26.5	46.0	*	100.0
1935-36		1.9	.7	4.4	9.9	27.9	55.2	*	100.0
1937-38		1.2	.3	1.3	4.6	25.3	67.3	*	100.0
1939-40		.7	.1	.6	2.0	13.7	82.9	*	100.0
1941-42		.7	.1	.3	1.0	6.6	90.1	1.2	100.0
1942-43		.7	.1	.2	1.6	5.4	89.9	2.1	100.0
1943-44		1.2	.3	.7	2.0	6.0	87.0	2.8	100.0

*Counted in 4 years college group prior to 1941-42.

NUMBER AND TRAINING OF TEACHERS EMPLOYED
(Including Principals and Supervisors)

Year	White	Number		Average Training Index		
		Negro	Total	White	Negro	Total
1919-20	12,970	3,884	16,854	492.6	351.7	460.2
1924-25	16,986	5,355	22,341	552.4	395.9	515.1
1929-30	17,991	5,973	23,964	676.1	525.7	638.3
1931-32	17,286	6,164	23,450	705.8	570.5	670.0
1933-34	16,815	6,531	23,346	728.0	605.5	696.3
1935-36	17,402	6,833	24,235	751.7	662.5	726.6
1937-38	18,020	6,978	24,998	771.0	712.6	754.6
1939-40	18,538	7,238	25,776	785.7	752.6	776.4
1941-42	18,869	7,433	26,302	792.8	776.1	788.1
1942-43	18,845	7,498	26,343	790.5	785.2	789.1
1943-44	18,501	7,310	25,811	781.5	788.4	783.5

AVERAGE SALARIES PAID

The following three tables show the average salaries paid principals and teachers, and the average paid vocational teachers including travel:

AVERAGE ANNUAL SALARIES OF TEACHERS
(Not Including Principals and Vocational Teachers)

Year	Elementary		High School		White	Total	
	White	Negro	White	Negro		Negro	Total
1919-20	\$	\$	\$	\$	\$ 516.15	\$ 298.45	\$ 465.98
1924-25	.....	.....	.....	.....	835.11	455.41	760.17
1929-30	865.06	509.89	1,241.69	826.80	954.11	538.75	849.56
1931-32	792.41	474.47	971.29	707.59	830.79	495.32	739.49
1933-34	605.89	397.00	681.61	504.32	622.11	407.30	560.22
1935-36	750.36	510.72	816.85	599.26	765.38	520.85	694.29
1927-28	905.52	633.47	987.65	737.80	915.99	646.86	838.31
1939-40	953.57	701.30	967.56	766.04	957.31	710.63	885.67
1940-41	973.47	760.53	975.77	822.33	974.10	770.11	914.78
1941-42	1,004.45	830.30	1,009.89	873.29	1,005.97	837.40	956.72
1942-43	1,085.30	959.74	1,089.47	972.02	1,086.48	961.90	1,049.93
1943-44*	1,290.24	1,209.09	1,310.19	1,197.70	1,294.32	1,207.69	1,268.77

*Estimated.

AVERAGE ANNUAL SALARIES OF PRINCIPALS

Year	Elementary		High School		White	Total	
	White	Negro	White	Negro		Negro	Total
1929-30	\$	\$	\$	\$	\$2,405.36	\$1,344.37	\$2,177.44
1931-32	.....	.....	.....	.....	1,740.36	1,125.29	1,662.47
1933-34	1,190.44	793.37	1,216.80	924.62	1,210.94	877.29	1,150.90
1935-36	1,420.75	1,117.76	1,467.59	1,098.76	1,456.00	1,096.73	1,329.12
1937-38	1,564.42	1,267.59	1,715.53	1,266.63	1,666.48	1,266.98	1,587.77
1939-40	1,592.82	1,312.01	1,731.16	1,281.44	1,686.78	1,292.13	1,608.17
1940-41	1,603.20	1,285.40	1,725.33	1,263.31	1,685.66	1,270.83	1,599.51
1941-42	1,641.60	1,336.17	1,774.09	1,375.23	1,731.51	1,361.57	1,652.96
1942-43	1,648.90	1,402.64	1,881.57	1,520.34	1,805.10	1,480.57	1,735.54
1943-44*	1,924.07	1,781.21	2,316.63	1,996.34	2,184.19	1,920.19	2,127.74

*Estimated.

VOCATIONAL EDUCATION COST PER TEACHER*

Year	White	Negro	Total
1935-36	\$1,449.49	\$ 903.08	\$1,439.85
1936-37	1,524.13	1,098.13	1,485.72
1937-38	1,692.15	1,090.28	1,611.68
1938-39	1,698.66	1,089.02	1,612.88
1939-40	1,689.57	1,075.69	1,602.49
1940-41	1,709.80	1,153.76	1,629.31
1941-42	1,679.69	1,234.71	1,609.02
1942-43	1,998.35	1,464.51	1,903.40

*Includes allowances for travel.

As these tables show, there has been a considerable increase in the annual amounts paid both teachers and principals. Some of this increase was due to the increase in the State Salary Schedule, but the marked increase for the year 1943-44 is due largely to the extension of the school term from eight to nine months and the correspondingly increase in funds for the support thereof by the State. While salaries, comparatively speaking, are still low, the inclusion of school employees in the retirement system somewhat further remedies the situation.

WHAT THE SCHOOLS NEED— RECOMMENDATIONS

HISTORICAL

Before attempting to point out some of the current needs of the public schools and to make recommendations for their improvement, a brief statement concerning important legislation affecting this great public enterprise is in order. Naturally, a report of this kind cannot review the entire history of public education from that standpoint, and so persons desiring earlier facts on this phase of the State's schools are referred to earlier reports of the State Superintendent of Public Instruction and to the Public Laws of the State. For present purposes a beginning with the year 1929, the transition period before the State by legislative act assumed responsibility for the support of an eight months school term, will suffice. In order to recall more readily this recent legislative history concerning the public schools, this statement is presented by legislative periods.

The Transition Period

The four-year period from 1929 to 1933 represents a transition in the history of support of public education from simply State aid in the form of a rapidly increasing equalization fund to that of complete support on State standards of cost. From 1925 to 1929 the Equalization Fund increased annually from \$1,500,000 to \$5,250,000, with an additional Tax Reduction Fund for local tax districts of \$1,250,000 annually in 1929. By 1929-30 the total expenditure from all sources for the current operation of the public schools had reached \$28,616,603.44. At the same time the revenue necessary for their operation had already started to decrease, following the beginning of economic crisis in 1929. The General Assembly of 1929, therefore, was faced with the problem of giving further financial aid to the schools. And this situation was met by limiting the items in the school budget, including that of increasing the teacher load, which were used as a basis for distributing State funds. This action plus the elimination of salary supplements, which had been paid in many local tax districts, caused the total cost of operating the schools for the varying lengths of term to be reduced to \$24,049,617.16 in 1931-32.

What was done in 1929 did not relieve the situation as to the public schools. The economic crisis had become worse by the

time the 1931 Legislature convened. Counties and local tax districts were finding it difficult, in some cases impossible, to collect the taxes levied for the local units' part in support of the schools. In order to relieve the local situations and at the same time provide for the support of the schools, the General Assembly of 1931, after long debate and discussion, changed the principle of State participation in the financial support of the public schools from that of aid in the form of an equalization fund to that of complete support for the Constitutional term of six months plus an additional appropriation for aid in operating existing extended terms not exceeding eight months. For this support an annual appropriation of \$11,500,000 from the General Fund was made, and a levy of a 15 cent State property tax to yield an estimated \$4,350,000 was authorized. The funds provided from these two sources, plus an estimated yield of \$1,320,000 from fines, forfeitures and penalties, were set aside for the operation of the six months school term. An additional \$1,500,000 was appropriated as a Tax Reduction Fund in districts operating extended terms. The remaining amount of the total sum spent for the public schools was derived from local county and district taxes.

January, 1933

The greatest single question before the General Assembly of 1933 was that of finding the money by which the State's departments, bureaus and institutions, including the public schools, could be operated for the ensuing biennium. The economic situation for the State and Nation was worse than it was two years previous. Most of the schools had been kept open, it is true, but teachers had not been paid in every instance, nor were local taxes collected. The six months school term had operated, but the public high school program, based on a term of eight months, was in great danger of being wiped out.

The General Assembly, therefore, met the situation by providing for the entire eight months term as had been done for the six months term two years previous. In making this provision for a State-wide uniform school term of eight months, the total State appropriation was reduced to \$16,000,000 and all property taxes for current expense levied by the State, county and districts were forbidden except where a new election was held and the voters decided the question favorably. This appropriation and the fines, forfeitures, penalties and dog and poll taxes accruing to the local school funds under the Constitution were the only revenue made available for the public schools. Necessarily, the

cost of the schools had to be further reduced. This was done by further cuts in the budget, in the main by a lower salary schedule in accordance with which the teachers of the State were paid. The total expenditure from all sources for the first year, 1933-34, the schools operated under this program was \$18,296,363.78. The second year's expenditure, 1934-35, was \$19,254,098.07, and since that year, as will be shown, there have been further increases in the cost of and the State's participation in the operation of the public schools.

January, 1935

The financial condition of the country had greatly improved by now, and so the General Assembly which convened at this time was faced with an entirely different situation. The operation of the schools under the new principle of support had proven generally satisfactory, except for insufficient funds. The main question before the General Assembly concerning the schools, therefore, was that of deciding on the amount of the State appropriation. The final figures, representing a marked increase, written into the law were as follows: 1935-36—\$20,031,000; 1936-37—\$20,900,000.

January, 1937

The General Assembly of this year made further increases in the appropriations for the support of the eight months school term—\$23,796,367 for the year 1937-38 and \$24,986,160 for 1938-39. In addition to these amounts the special appropriation to vocational education was increased from \$160,000 to \$264,200 for each year of the biennium, and provision was made for furnishing free the basal textbooks used in grades 1-7. Besides these financial considerations, there was some liberalization and clarification of the school machinery act.

January, 1939.

Still further increases were made for the support of the eight months' school term and for vocational education by the General Assembly of 1939. For 1939-40 the appropriations were: \$25,941,313 for the eight months term and \$325,000 for vocational education; for 1941 the figures for these respective purposes were: \$27,000,000 and \$350,000.

During this year also the school machinery act was amended to allow districts having a school population of 1000 or more to vote taxes for a ninth month, a twelfth year, or for additional vocational teachers. It was the feeling of the school people that the

acts of this General Assembly concerning public education compared favorably with those of preceding years.

January, 1941

This year marks the beginning of the Broughton administration, and since it is more recent, a fuller treatment of public education in its relation to the General Assembly will be presented here. As everyone knows, Governor Broughton, during his entire administration which ends in January, 1945, has always favored a better program of public education. As the nominee of the Democratic Party, he appeared before the Advisory Budget Commission and among other things advocated larger school appropriations, especially for vocational education. And it was in a large measure due to his able leadership, wise counsel, and personal support that the public schools of the State made such wonderful progress during these past four years.

A recitation of the accomplishments at the hands of the 1941 General Assembly gives the following:

1. *The Establishment of the State Retirement System.* The passage of the law providing for retirement benefits for all State employees, including school teachers, was the culmination of a program which had been advocated by the North Carolina Education Association for many years. This law is beginning to have a beneficial effect upon the public schools; yet its benefits will be even greater after the war, when the manpower situation will not be as acute as it now obtains. In the long run, the children of the State will benefit materially from the enactment of this law.

2. *A Modified Continuing Contract.* An amendment to the School Machinery Act made provision for the contracts of teachers and principals to continue from year to year until they are notified by registered letter in accordance with the law that they are rejected as employees for the ensuing term. The law also provides that teachers desiring to resign must give not less than thirty days written notice prior to the opening of school.

3. *The Twelve Year Program.* The transition from a school system comprising eleven grades to a twelve year program of instruction was begun upon the authority of the 1941 General Assembly. During the first year, 1941-42 the \$50,000 appropriation made provided for a study of the schools and for making the plans. The actual introduction of the twelve year program began in 1942-43.

4. *Increased Appropriations.* The State appropriations for the support of the eight months school term were increased to \$28,158,324 for the school year 1941-42 and to \$29,454,233 for 1942-43. These appropriations included funds: (1) For the payment of increased salaries to teachers and principals, including additional increments to those holding Grade A certificates and the establishment of a higher rating for those holding certificates based upon graduate training; (2) For reducing the differential between the salary schedules of white and Negro teachers; and (3) For inaugurating the twelve year program of instruction.

Separate appropriations were made by this General Assembly as follows:

	1941-42	1942-43
Vocational education-----	\$600,000	\$710,000
Adult education-----	30,000	30,000
Free textbooks-----	200,000	200,000

The appropriation for vocational education, it will be noted, was for the second year more than double the \$350,000 appropriated for that purpose in 1940-41. These four appropriations total \$28,988,324 and \$30,394,233 for the first two years of the Broughton administration.

5. *State Board Amendment.* Another advance made during this period was that which provided for the submission of a Constitutional amendment to the voters of the State on the question of providing a single State Board of Education in lieu of the several boards and agencies then having control of some phase of the administration of the schools. This amendment passed favorably and went into effect on April 1, 1943.

January, 1943.

The second half of the Broughton administration was equally as significant as it related to public education as the first. The chief legislative acts at this session of the General Assembly were the following:

1. *A State-Supported Nine Months' School Term.* Funds were appropriated and the law was amended to provide for the operation of a uniform school term of nine months on the basis that the eight months term had been operated. This action placed North Carolina on a par with a majority of the other states of the Nation, and with the twelfth grade as provided for by the 1941 law-making body will raise the standard of public school opportunity for boys and girls of the present generation.

2. *Increased State Funds.* The appropriation for the operation of the schools was increased from \$30,542,237 in 1942-43 to \$37,712,874 in 1943-44, the increase to take care of (1) the cost of the ninth month, (2) a further decrease in the differential in white and Negro salaries, and (3) some increase in other items of the budget, in the main the salaries of teachers and principals.

3. *State Board Amendment to the Constitution.* Prior to the passage of the State Board Amendment submitted to the voters at the 1942 election, a disagreement arose among the educational leaders of the State and others as to its wording and significance. At the suggestion of Governor Broughton, it was agreed that since the proposed amendment as worded did not meet the approval of a number of these leaders, a second amendment correcting these objections should be authorized by the General Assembly of 1943. This was done, and this second amendment was passed favorably by the voters in the 1944 election. It will become effective on April 1, 1945 in accordance to the provision to that effect written into the amendment.

This amendment as now written should have far reaching significance to the administration of the public schools. It provides for a State Board of Education having thirteen members, ten of whom will be appointed by the governor for eight year staggered terms, eight from eight State educational districts to be formed by the General Assembly and two from the State at large. Among other things this new amendment also provides that the State Superintendent of Public Instruction shall be the administrative head of the public school system and secretary of the Board.

RECOMMENDATIONS TO THE GENERAL ASSEMBLY OF 1945

As State Superintendent of Public Instruction, I am not unmindful of the many problems that come before the legislative branch of our State government. I realize that the legislators as representatives of the people must try to get a broad prospective of the State's entire administration—the various institutions, departments, and bureaus that must be maintained, as well as the financial structure of the State and where and how the taxable income and property shall be treated in providing for their support.

On the other hand, it is my duty as I see it to point out the weaknesses in the public school system and show where in my opinion improvement should be made. Before making any specific

recommendations, I should like to point out the relation of public education to the life of the State, for I am convinced that the public schools are fundamental to our welfare and progress. They relate directly to the individual, our boys and girls, today; but tomorrow when these same boys and girls are men and women, we may measure their value in terms of better citizenship, a higher level of culture and happiness, and increased business and wealth. An educated person has a higher standard of living, and as such his desires are greater. As a result, it can readily be seen that such people increase the business life of the State, which in turn increases the State's wealth and income and makes it possible to increase the appropriations to the various agencies of the State where the need is greatest. As to the public schools, it is my opinion that the need is greatest right now at the following points, which I also present as recommendations for consideration by the General Assembly of 1945:

1. **Teachers' Salary Increase.** I am placing this recommendation first, because I think that this question right now has a greater bearing upon the entire school situation and its future outlook than any other one thing. Teachers are a necessary part of the school system, it will be admitted. And good teachers are preferable to those poorly trained. In recent years there has been a tendency, partly due to war conditions, for many of the better trained teachers to leave the teaching profession because they could demand and receive higher salaries than they were paid as teachers. Then, too, the teacher training institutions of the State during recent years are graduating fewer persons who have prepared themselves for teaching. These two tendencies have caused a shortage in trained teachers, with the result that in many instances persons who do not meet the standards formerly held by these schools had to be employed in order that they could operate. It is apparent, therefore, that if a high standard of instructional service is to be provided in the schools, some further inducement must be devised that will not only cause those better trained teachers who have left the profession to come back, but also to hold what we now have and to attract young people with suitable background to prepare themselves for the teaching profession.

One certain way of holding to a high standard of teaching and of attracting others equally as well and better trained into the profession is to increase the remuneration for the services rendered by those now employed. I propose, therefore, that the present State salary schedule be substantially increased, especially for persons holding Grade A and Graduate Certificates. This schedule that I propose would range from \$125.00 per month for the beginning teacher increasing \$5.00 per month for each year of experience to \$175 per month for teachers with nine years or more experience. For teachers holding graduate certificates I propose a schedule ranging from \$150 per month to \$200 per month. I also propose, because of the economic situation salary increases for teachers holding lower types of certificates, but for the betterment of the public school system and the improvement of the instruction offered, I strongly urge that greater

emphasis be placed upon the top brackets. The cost of this proposal over that recommended by the State Board of Education and used by that body in making its request to the Advisory Budget Commission is approximately \$2,250,000. I believe, however, that this proposed increase in the expenditures for public education would be a good investment from every point of view. In the long run it will save the disintegration of the teaching profession by making it more attractive to a greater number of youth with vision and foresight. This additional sum spent now will redound to the State's welfare in years to come in the form of a more enlightened citizenship, better business, and finally in increased funds with which to carry on and maintain the State's various agencies. I hope, therefore, that this question will be given foremost consideration in arriving at the total appropriation for the support of the nine months' school term.

2. **Compulsory Attendance.** As stated in my next preceding Report, the Compulsory Attendance Law of North Carolina should be rewritten in keeping with present day conditions. Not only should the upper age limitation be raised to 16 years of age—the enforcement machinery should be changed with provision being made for the employment of attendance officers throughout the State.

North Carolina is behind practically all other states with the lowest maximum age limitation for compulsory school attendance, the other state having the same upper limitation of 14 years being Georgia. The records as of September 1944 show the following ending ages for compulsory attendance:

- 2 states have the age of 14 years
(North Carolina and Georgia)
- 35 states have the age of 16 years
- 6 states have the age of 17 years
- 5 states have the age of 18 years

No further comment is necessary on this score, the record as given speaks for itself.

Along with the raising of the upper limitation of the compulsory attendance period should come the provision for a better understanding and improvement of the conditions that cause nonattendance. There are an average of more than 50,000 children absent from school each day. In addition, there are many others who drop out of school entirely for work, or for other reasons. Some of these, it is true, are unavoidable and perhaps necessary. Whatever the cause, however, there should be some regular system by which the schools could ascertain which absences are excusable and which are unexcusable. Absence makes the job of teaching more difficult. But more than that they cause the child to lose interest and get behind in his work, and thus in the end helps to defeat the very purpose for which the schools were established. The sad part about this whole matter of absences is that they do not confine their effects to the pupils who are absent—they permeate the entire fabric of the classroom, slowing up the instructional program and working a hardship upon those who attend school regularly.

As a remedy to this situation, which obtains in nearly every school administrative unit except where attendance officers have been employed at local expense, I wish to recommend that provision be made in connec-

tion with any new compulsory attendance law for the employment of attendance officers who will cover the entire State. The results in units where such persons have been employed prove that this remedy is effective. A city superintendent, when asked recently how instruction in his unit was affected by absences, replied, "We do not have a problem of excused and unexcused absences in our schools. We have one of the best attendance and visiting teachers that I have ever seen, therefore, absences do not affect the efficiency of our instruction here."

This new law should also provide for a unifying office on the State level in order that the school attendance efforts of the local authorities will not be dissipated in varying program of welfare and juvenile court problems. The attendance problem should be approached from the standpoint of sound educational principles with the view of creating a desire and a willingness on the part of both parents and pupils for the "better living" that comes from "better education." These local attendance officers, therefore, will need the in-service training which only a State worker can provide before they can fully realize the magnitude and importance of their work.

Naturally, a program envisaging the results to be realized will cost additional money. I believe, however, the State can afford to expend the funds necessary for the work in this field. As a matter of fact, it seems to me to be poor business to offer the instruction, but not to require that the maximum benefits that regular attendance provides be obtained. I urge, therefore, that a law be enacted and funds provided for adding this service to the public school program.

3. Supervision of Instruction. As also stated in my next preceding Report, I think the time has come when we should give serious consideration to the question of supervision of instruction in the various administrative units. A small number of units have employed trained persons from local funds to work with the teachers in the improvement of instruction, and the results of the work of these school employees indicate that the teachers in these units are more alert to the problems of instruction, that the program for the unit is more unified, and that as a consequence the instructional service rendered is better than in those units where no systematic supervision is carried on. It is generally conceded that in a majority of the administrative units the superintendent of schools is not trained for carrying on a program of supervision and in-service training that is necessary, especially during these times, for efficient teaching. The many administrative duties of the superintendent prevent his giving time to this type of work, even were he qualified for it. Therefore, there is an acute need at this point in the educational program for an additional employee, the supervisor of instruction, who will be an assistant to the superintendent. Now, that the State is committed to the support of a nine months school term, that same State should round out the organization of the instructional program by providing for the employment of supervisors from State funds in order that the money so far allotted for this purpose will give the greatest possible returns in the form of better instructional service and a better educated citizenship.

4. Special Education. In my request to the Advisory Budget Commission, I pointed out the need for some one on the State level, who would be charged with the duty of working with the schools in the field of

special education. By special education, I had in mind education for those boys and girls who have physical and/or mental disabilities and who if found in time could be aided, the disability of some even removed, and under proper guidance be educated for a position in a trade or profession suitable and satisfactory to their disability. Similar work to what I have in mind is now being given to adults through our Rehabilitation Service. I am convinced, however, that many of these adults, if they could have been found and looked after earlier, would not only have saved the State and Federal governments considerable expense, but in many instances would have made it unnecessary for the provision of institutional care at a higher cost to the State.

Some work in this field is already being provided by the State, it is true, by the Orthopaedic Hospital at Gastonia and other correctional institutions, the Commission for the Blind, and by the Welfare and Health Departments. The schools, however, come face to face with the need when these handicapped children appear for enrollment. They see the needs by many children for special type of education not provided under the regular instructional program. A State worker, cooperating with both the schools and these other State agencies, I believe, would fill the existing need. I have, therefore, requested that the sum of \$5,700 be added to the appropriation to the Department of Public Instruction, and I hope that the General Assembly will approve the small increase in funds to the Department for this expenditure.

5. Health and Physical Education. For many years instruction in health and physical education was almost neglected in many of the schools. Shortly after Pearl Harbor, however, when the need was so forcefully brought to our attention, renewed emphasis was given to this phase of the instructional field by the adoption of a five-point program, as follows:

- (1) A complete physical examination of all boys.
- (2) A follow-up program to correct remedial defects revealed by these examinations.
- (3) A program of health instruction, including a study of nutrition, care of the body, sanitation, first aid, and the prevention of communicable diseases.
- (4) A program of physical education.
- (5) Courses in safety education.

The results of this program were excellent in so far as they went. It is admitted that they were not effective throughout the State, because it was impossible with the personnel available to launch the program in every community. Enough was learned to indicate the possibilities for continuing such a program on a wider scale.

In order to make such a program really effective, there is need for additional personnel both on the State and the local level. This personnel should be trained in a number of special fields—medicine, nursing, nutrition, and health and physical education. The Statewide program should encompass not only instruction in these various phases of health and physical education—they should be made practical to the greatest possible extent, within an atmosphere and surroundings that comply with the principles taught and wherever necessary with follow-up remedial work to correct any defects found by thorough examination.

6. **Negro Education.** Beginning with the school year 1944-45 the salaries of white and Negro teachers paid from State funds were equalized. This final act of the State Board of Education was in accordance with the intention the General Assembly of 1943, which made a final appropriation, under a plan begun several years ago, for the elimination of the differential existing between the two schedules used as a basis for the payment of teachers' salaries.

Believing that the schools for Negroes need further improvement, Governor Broughton recommended to the State Board of Education that a study be made of the Negro public schools and colleges of the State. That study has now been completed and a report including recommendations has been prepared and submitted to the State Board of Education. This report envisages a program covering a period of years for its final completion for improving the public school facilities for Negroes. The report suggests a number of ways by which the Negro schools may be further improved. I heartily endorse any plans that may be projected by the General Assembly in line with the recommendations made by the committee which made this study. If the State can render to the local authorities any assistance in providing better educational facilities in order that the doors of educational opportunity of this race may be opened wider, I hope this may be started at once. The present provision for education for many children of this race are meagre, to say the least. Better education for Negroes will not only raise the level of the race itself—it will improve the citizenship of the State as a whole. I commend to your careful consideration, therefore, this report in an attempt to help in the solution of some of the problems surrounding this question.

7. **Free Textbooks for Eighth Grade.** When the basal textbooks used in grades 1-7 were made free in 1937, the elementary school in North Carolina corresponded to these same grades. After the twelve year system was inaugurated in 1942-43, the elementary school was revised to include the new eighth grade, with each of the old high school grades moved up to become grades 9, 10, 11, and 12 under the new plan.

Now, that this reorganization of the schools has been completed in so far as the elementary grades are concerned, I believe that the free textbook system should be extended to include the eighth grade and thus round out the system in making it apply to the entire elementary school. I recommend, therefore, that the General Assembly make provisions by appropriate legislation for this purpose.

8. **School Law Codification.** There is a very definite need for a new codification of the school laws of the State. The last codification was made in 1923. Since that time there has been a radical change in the philosophy of school administration and the actual operation and support of the public schools. The present School Machinery Act contradicts in a number of ways the law as codified in 1923, making it necessary for numerous rulings from the Attorney General and often Supreme Court opinions, before it can be determined what the law is. This School Machinery Act is now carried as a separate subchapter of the Chapter on Education in the General Statutes of 1943; whereas in my opinion, since it applies to a number of aspects of schools, it should take its place into a framework or outline where similar matters are treated. All school laws, therefore,

should be carefully studied in the light of the Constitution, as recently amended, in order to correspond with current administrative practices. I believe that this codification should be made under the direction of the Division of Legislative Drafting and Codification of Statutes of the Attorney General's Office, with such assistance rendered by the educational leaders and others as they are able to render. I wish to recommend, therefore, that a law be enacted directing that this codification of the school laws be prepared and submitted to the next session of the General Assembly for enactment into law.

9. **School Plant Facilities.** The school people of North Carolina have willingly and cheerfully discontinued anything like normal programs of building construction during the past four years. Indeed, it has been difficult to even maintain a status quo in our school plant facilities. It is almost as impossible to carry on a modern educational program in small, antiquated, and dilapidated school buildings, as it is to conduct a good school with poorly trained, inefficient teachers.

In our post-war educational program, the State should make plans to facilitate orderly programs of school plant construction and improvement. This can be done by the adoption of measures along the following lines:

a. The enactment of legislation that will make it possible for the local units of the State to borrow funds and to build up reserves for school plant needs consistent with the provisions of the Constitution.

b. The creation of loan funds bearing a low rate of interest that will be economically and readily available for school building programs.

c. Legislation that will permit local units to accept grants and aid from Federal or other sources.

d. Stimulation of necessary school building programs by the fullest cooperation of the State.

e. Continuation and, if possible, a liberalization of the State's participation in the transportation of the school children.

The maintenance, improvement, and expansion of our school building facilities is a major endeavor of State and local officials and is worthy of every effort that can be made to the end that the boys and girls of North Carolina receive modern and efficient training, both in mind and body. The State views with interest the advancements that are being made in our school lunch programs, in the conservation of food in the building of canneries in connection with our schools, and in the progress that is being made in the fields of vocational and physical education. Facilities for the inauguration, development, and expansion in these activities will produce immeasurable dividends on the investment for their provision.



